

PATERSON PUBLIC SCHOOLS

ANNUAL REPORT

EVALUATION OF DISTRICT EDUCATION PLAN 1999-2000

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All Children Can Learn

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Introduction

The district continues to expand and refine its numerous efforts to provide opportunities for all students and staff to maximize the teaching and learning process, resulting in increased student achievement and performance outcomes. As we review our year-end assessments, student-related services, and compliance indicators, we continue to strive to maintain, and where appropriate, to modify, current programs and practices that will best assist ongoing improvement in student performance towards meeting State Standards Certification. Hence, a thorough review of best practices and learning is an ongoing process. The success of all district strategies as discussed in the 1999-2000 *District Education Plan* have been reviewed in relationship to their impact on established benchmarks. The following 5 areas highlight our focus during the 1999-2000 school year.

1. Improving Student Achievement

The district engaged students in a variety of activities geared to prepare them to develop mastery of the Core Curriculum Content Standards and consequently, improved performance on the Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA), and High School Proficiency Test (HSPT). Targeted activities included but were not limited to:

- Implemented new and innovative **Off-Campus Staff Development Program**, allowing the District to enhance its staff development initiatives to focus on a minimum of 25 additional training hours beyond the regularly scheduled staff in-service days and common planning times.
- Expanded our **Principals' Institute** in both duration and frequency to ensure that administrative supervision and observation were properly aligned with District goals.
- Provided selected schools with additional staff for 3rd grade classrooms to **reduce class size** in preparation for ESPA.
- Continued to improve the **integration of technology** into instruction through the establishment of the Technology Challenge Grant for School #4 including application software for writing, science, mathematics, and social studies.
- Continued **after school, before school, and summer programs** to help students better master the Core Curriculum Content Standards in reading, writing, mathematics, science and social studies.
- Offered **experimental/field activities** to help students relate concepts and skills to real life situations.
- Provided a mandatory, district-wide ten-minute **sustained silent reading** period in every elementary classroom.
- Piloted an **extended year program** in primary grades at three sites (195 days).
- Implemented a **190-day school year** for all 11th graders.

The increase in HSPT scores is indicative of the district's progress in reading, writing, and mathematics. The 53.6% passing rate in reading, represents a gain of 1.3 percentage points over the 1998-99 aggregate scores. In writing, 66.5% of eleventh grade students passed. This gain of 4.2 percentage points indicates success of the district's emphasis on classroom instructional strategies addressing writing. In mathematics, 74.5% of eleventh grade students passed, noting a substantial gain of 6.5 percentage points.

The Grade Eight Proficiency Assessment scores in mathematics (45.8% passing) evidenced a significant gain of 7.4 percentage points over the 1998-1999 scores. Mathematics scores in 16 of the 22 schools tested (73%) increased from 0.5% to 29%. In language arts, 64.2% of eighth grade students passed. Scores in 8 of the 22 schools (36 %) increased from 0.6% to 35.5%.

The scores on the Elementary Proficiency Assessment increased in all three areas tested. Districtwide, scores in language arts literacy increased 6.8 percentage points over the 1998-1999 scores. Language Arts Literacy scores in 17 of the 29 schools tested (59%) increased from 2.1% to 38.1%. Mathematics scores increased 9.4 percentage points districtwide over the 1998-1999 scores. Mathematics scores in 21 of the 29 schools tested (72%) increased from 0.4% to 42.1%. Science scores increased 7.6 percentage points districtwide over the 1998-1999 scores. Science scores in 23 of the 29 schools tested (79%) increased from 0.7% to 22.7%.

2. Achieving appropriate staff certification.

The district continued to make a concerted effort to recruit a cadre of teachers that reflects the diversity of the student population by conducting a *Paterson Resident Job Fair*. Additionally, the district successfully replicated last year's all-day job fair to recruit certified staff of diverse ethnic backgrounds. Advertisements were placed in newspapers that reached potential applicants from the tri-state area. The district is working towards achieving appropriate staff certification through staff development and the hiring of qualified teachers with special effort made to recruit minorities. These initiatives will continue in 2000-2001.

3. Enhancing Facilities

The district is working to upgrade facilities and to provide adequate classrooms, libraries, science laboratories and other space for the implementation of the Core Curriculum Content Standards. To that end, the district completed the following projects during the 1999-2000 school year:

- Reduction of substandard spaces from 124 in 1995 to 2 as of this current year.
- Complete rewiring of the Paterson School System for state-of-the-art communications technology.
- Construction of new classrooms to provide space for the full-day kindergartens in School No. 27 and 660 Fourteenth Avenue.
- Renovation of the Paterson Mini-Mall to house the HARP and MPACT Academies.
- Acquisition of St. Paul's Church to house the Performing Arts Academy.
- Renovation of the cafeterias and roofs at Eastside and Kennedy High Schools; and the TV Studio at Kennedy High School
- Construction of classrooms and science labs at School 20 and School 24

4. Reducing the Dropout Rate and Increasing Attendance

The district has developed strategies for ensuring that students attend school regularly and for reducing the dropout rate. To that end, the district has accomplished the following:

- Hired dropout prevention specialists at each high school to implement strategies to reduce the dropout rate.
- Instituted a teen parenting/daycare program along with the Paterson Village Initiative, thus reducing absenteeism and subsequently the dropout rate.
- Hired one part-time home-school liaison for each school from the Paterson community to collaborate with the principal and the school management team members to improve communication between home and school.
- Continued to expand the establishment of small learning communities and career academies district-wide.

5. Strengthening parent and community relations

The District leased, renovated, and furnished a new parent center. This center continues to provide support to parents and community.

- Partnerships with colleges and businesses such as Montclair State University, William Paterson University, St. Peter's College, Passaic County Community College, M.I.T., and Lucent Technologies were strengthened and expanded.
- Paterson Innovative Academies engaged community members through an on-going outreach support.

Program Expansion for 2000-2001 School Year

Professional development will be continued in the 2000-2001 school year based on a review of the strategies outlined in the *District's Education Plan* and subsequent test data on ESPA, GEPA, and HSPT.

Pre-Kindergarten – Grade 2

Ongoing professional activities will be provided to pre-kindergarten – grade 2 teachers and instructional assistants. Strategies will include changes in the teaching and learning processes which call for teachers to monitor student progress, determine effectiveness of instructional strategies and align curriculum on an ongoing basis. Long-term developmental activities are key to this process. As we continue to implement full day kindergarten for five year olds, transition from half day instruction to full day for four year olds, and continue half day instruction for three year olds, all staff will require new tools, strategies and expectations for these students as they enter and exit each grade/age level.

Grades 3-8

The district will implement a second tier of extensive staff development for grade four teachers by sending in a cadre of selected and trained substitute teachers who will incorporate picture prompts in writing, narrative passages, and poem development in instruction. While these trained substitute teachers instruct classes in the Core Curriculum Content Standards, large groups of grade four teachers will be given workshops on the improvement of instruction as part of the district's innovative and expanded off-campus staff development program.

Furthermore, the district will continue to support effective staff development programs across grade levels. Opportunities will be designed to capture valuable time to retrain teachers in grades 3-8 to deliver quality instruction in light of the new core standards. The following initiatives will remain our focus:

- Provide staff development for 3rd, 4th, 7th and 8th grade teachers during a series of common prep times, grade level meetings and after school sessions to review the correlation among the Curricula, and to develop student-centered instructional practices incorporating Core Curriculum Content Standards. Materials to be used include the GEPA/ESPA specifications, New Jersey Frameworks, as well as the district curricula and resource guides. Additional resource materials will be utilized as they become available.
- Expand district in-service sessions to teachers of grades 3, 4, 7, and 8 focusing on specific content areas and connecting Core Curriculum Content Standard topics/themes for math, science, social studies and language arts (interdisciplinary).

Program Expansion for 2000-2001 School Year(continued)

Secondary Grades 9-12

The district will provide in-service content courses emphasizing mathematics, reading, and writing skills for mathematics, English, science, and social studies teachers, based on the N.J. Core Curriculum Content Standards including, but not limited to:

- Creating open-ended questions and rubric scoring to improve the response to this type of item on the tests;
- Continue specific training in the implementation of the five (5) Cross-Content Workplace Readiness Standards;
- Provide intensive and extensive staff development to focus on delivery of instructional services aligned to mastery of HSPT reading, writing, and mathematics skills across departments and disciplines, specifically targeting grade 10 and 11 staff.
- Increase professional development sessions to include:
 - Registered Holistic Scoring
 - Use of rubrics
 - Writing Process
 - Use of Writing Prompts
 - Open-ended questions
 - Text types
 - Active Instruction vs. Passive Instruction
 - Demonstration Lessons
 - Student-centered instruction
 - Dynamics of the new grade 11 HSPA

Several new initiatives are also anticipated:

- **Expansion of Innovative Academies** (both in number and size).
- Exploration of **new facilities** and implementation of 5-year facility plan.
- Implementation of **expanded staff development** via an aggressive off-campus approach.
- Assignment of staff members in each school to act as **facilitator, technology coordinator and media specialist**.

Student performance and outcome data for Paterson's three high schools continues to clearly demonstrate the dichotomy between the two large high schools; Kennedy and Eastside with enrollments of over 2000, and Rosa Parks High School with 266 students. 43.5% of Kennedy students and 36.1% of Eastside students passed all three sections of the High School Proficiency Test during the 1999-2000 school year. At Rosa Parks, 94.5% reached state standard on all three sections.

Recognizing the success of Rosa Parks High School, the Paterson School District established career-learning academies in both of its larger high schools five years ago. Each academy has its own theme and employs a variety of teaching styles and strategies in order to meet the needs of the diverse student body. Presently, all of Paterson's career learning academies are at different stages of development. To better assess each academy, all students' outcome and performance data will be disaggregated. Currently, this process has begun as we continue to review the larger comprehensive high schools.

An analysis of the HSPT aggregate scores for the Science Technology Engineering and Mathematics Academy (STEM) and Health and Related Professions Academy (HARP) reveals the success of these theme-based smaller communities:

- The aggregate scores for HARP Academy exceeded the district aggregate in writing. The aggregate scores for STEM Academy exceeded the district aggregate in all three content areas.
- The aggregate scores for STEM Academy exceeded the state standard in all 3 content areas.
- The percent passing for the cohort of students who attended the 10-day program, at both HARP and STEM Academies exceeded the percent passing for the total district cohort that attended the 10-day program(October administration)
- The cohort of students who attended the 10-day extended year program at STEM Academy exceeded the state standard in all 3 areas. (October administration)

The academies are part of the larger district plan for restructuring the entire school system, K-12, in which a culture of innovation can grow among teachers, students and parents without going outside of the system. Continuing its effort to provide greater choice and an environment to support academic achievement and the educational needs of its diverse population, four new high school smaller learning communities will open in September 2000.

- The **Garrett Morgan Transportation Academy** will be located within the Opportunity Center on Spruce Street. Students will benefit from a curriculum that makes math, science, and technology instruction relevant to their lives through a tie-in to transportation-related careers.
- **Paterson Pre-Collegiate Teaching Academy** will provide a comprehensive experience for students interested in entering the teaching profession. The academy will be a collaborative venture between the Paterson Public Schools, the Paterson Education Association, and Montclair State University.
- Paterson and NASA Together for High Expectations and Results (**PANTHER ACADEMY**) enlists 8th grade students into a program designed to stimulate their interest in space science. Following their 8th grade experience, students will enroll in a rigorous math, science and technology academy (i.e., The PANTHER Space Academy)
- **EARTH – The Environmental Academy for Research, Technology and Health.** The much-heralded arrival of this new academy will allow students to pursue an intensive curriculum in all areas of environmental sciences. Strong focus will be placed on research and the newly emerging technologies and the positive impact they offer in the study of environmental issues.

SECTION I

A. STUDENT ACHIEVEMENT/BENCHMARK TABLES

BENCHMARK TABLES

A 1.Elementary School Proficiency Assessment (ESPA)

Grade 4

ESPA District Performance

(Pages 5, 7, 8, and 10 of the Education Plan)

This section reports on the performance of the district against established benchmarks. It also compares student test results for the 1999-2000 year to student performance in 1998-1999. The bar graph (page 13) displays the district's ESPA scores for the 1998-1999 and 1999-2000 school years.

Benchmark tables (pages 17-23) are divided into two sections:

1. The left section will display two years of test results and the 1999-2000 benchmarks
2. The right section of the table will show three different comparisons of the results:

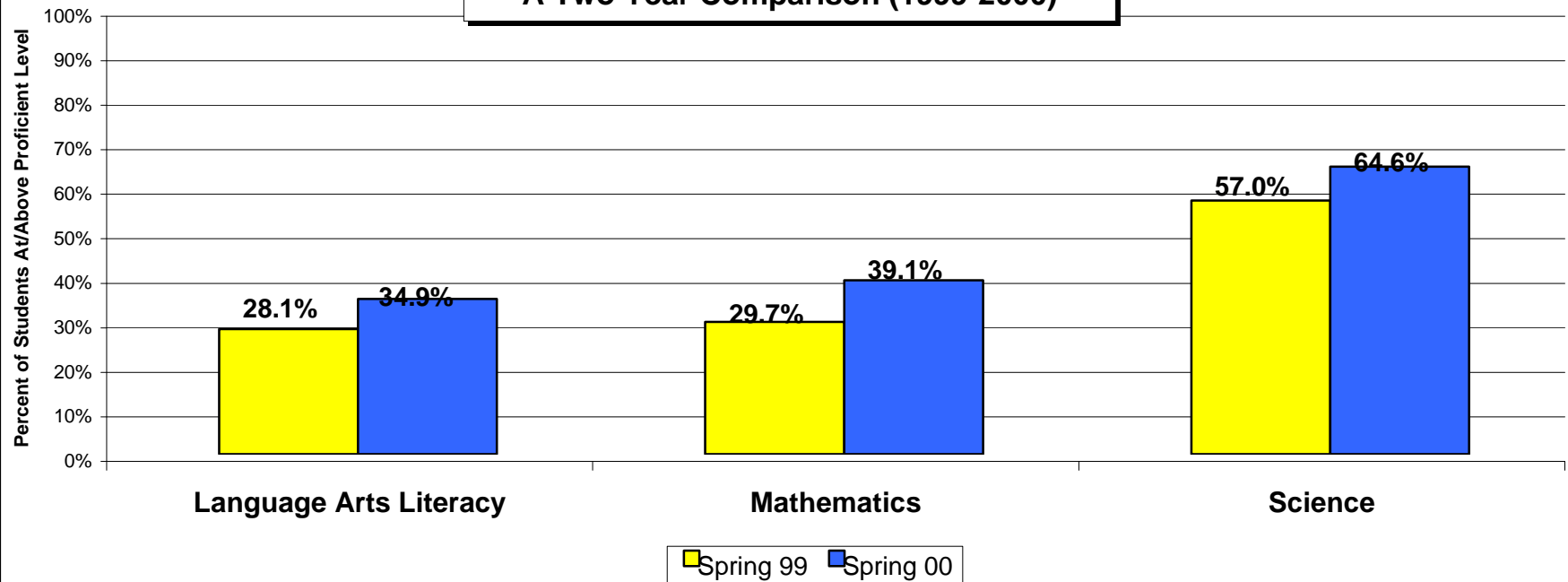
District Performance

- Differences between the **current year** performance and **last year's** performance, which are +6.8 in language arts literacy, + 9.4 in mathematics, and +7.6 in science.
- Differences between **benchmark** and **current year's** performance, which are -4.9 in language arts literacy, -1.9 in mathematics, and +3.2 in science.
- Differences between **actual** performance against **state standards** of 75% passing, which are -40.1 in language arts literacy, -35.9 in mathematics, and -10.4 in science.

Elementary School Performance

1. Schools 3, 5, 6, 9, 12, 13, 20, Roberto Clemente, and Martin Luther King, met their benchmark in language arts literacy.
2. Schools 1, 3, 5, 6, 8, 9, 14, 24, 25, 29, Roberto Clemente and E.W. Kilpatrick met their benchmark in mathematics.
3. Schools 1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 15, 17, 18, 19, 20, 26, Roberto Clemente and E.W. Kilpatrick met their benchmark in science.
4. Norman S. Weir and Roberto Clemente Schools exceeded state standards of 75% passing in mathematics.
5. Schools 1, 2, 3, 5, 9, 10, 18, 19, 29, Norman S. Weir, and Roberto Clemente exceeded state standards of 75% passing in science.
6. Current year performance improvements over last year results at the elementary schools are as follows:
 - Scores in 17 of the 29 schools (59%) increased anywhere from 2.1% to 38.1% in language arts literacy (refer to chart on page 59)
 - Scores in 21 of the 29 schools (72%) increased anywhere from 0.4% to 42.1% in mathematics (refer to chart on page 60)
 - Scores in 23 of the 29 schools (79%) increased anywhere from 0.7% to 22.7 % in science (refer to chart on page 61)

**New Jersey Statewide Testing System
Paterson Public Schools
Elementary School Proficiency Assessment
A Two Year Comparison (1999-2000)**



PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

District Summary Student Performance

LANGUAGE ARTS LITERACY

Indicator				RESULTS		
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
-----	-----	-----	-----	-----	-----	-----
ESPA	28.1	34.9	39.8	+6.8	-4.9	-40.1

MATHEMATICS

Indicator				RESULTS		
	1998-99 Actual	1999-00 Actual	1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard*
-----	-----	-----	-----	-----	-----	-----
ESPA	29.7	39.1	41.0	+9.4	-1.9	-35.9

SCIENCE

Indicator				RESULTS		
	1998-99 Actual	1999-00 Actual	1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard*
-----	-----	-----	-----	-----	-----	-----
ESPA	57.0	64.6	61.5	+7.6	+3.1	-10.4

* 1999-2000 benchmarks were adjusted to reflect revised state standard of 75% and rescaled scores in language arts literacy, mathematics, and science.

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

LANGUAGE ARTS LITERACY

<u>CLUSTER I</u>				RESULTS		
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 3	34.3	69.2	44.5	+34.9	+24.7	-5.8
SCHOOL 6	1.4	20.0	19.8	+18.6	+0.2	-55.0
SCHOOL 9	22.3	58.8	35.5	+36.5	+23.3	-16.2
SCHOOL 11	21.7	4.2	35.0	-17.5	-30.8	-70.8
SCHOOL 21	21.6	32.4	35.0	+10.8	-2.6	-42.6
SCHOOL 26	25.9	34.6	38.2	+8.7	-3.6	-40.4
SCHOOL 27	35.0	29.0	45.0	-6.0	-16.0	-46.0
NSW	72.7	70.8	76.9	-1.9	-6.1	-4.2

** 1999-2000 benchmarks were adjusted to reflect revised state standard of 75% and rescaled scores in language arts literacy, mathematics, and science.*

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

LANGUAGE ARTS LITERACY

<u>CLUSTER II</u>	RESULTS					
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 2	41.9	44.0	50.2	+2.1	-6.2	-31.0
SCHOOL 5	25.3	41.2	37.7	+15.9	+3.5	-33.8
SCHOOL 8	34.0	29.4	44.3	-4.6	-14.9	-45.6
SCHOOL 10	28.6	17.7	40.2	-10.9	-22.5	-57.3
SCHOOL 12	11.3	31.3	27.2	+20.0	+4.1	-43.7
SCHOOL 13	29.7	43.7	41.0	+14.0	+2.7	-31.3
SCHOOL 15	13.6	20.3	29.0	+6.7	-8.7	-54.7
SCHOOL 18	65.9	63.9	68.2	-2.0	-4.3	-11.1
SCHOOL 20	17.2	50.8	31.7	+33.6	+19.1	-24.2
SCHOOL 24	34.0	31.7	44.3	-2.3	-12.6	-43.3
SCHOOL 25	30.1	34.2	41.3	+4.1	-7.1	-40.8
MLK	32.5	48.2	43.1	+15.7	+5.1	-26.8

* 1999-2000 benchmarks were adjusted to reflect revised state standard of 75% and rescaled scores in language arts literacy, mathematics, and science.

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

LANGUAGE ARTS LITERACY

<u>CLUSTER IV</u>	RESULTS					
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 1	50.0	53.3	56.3	+3.3	-3.0	-21.7
SCHOOL 14	22.0	20.9	35.3	-1.1	-14.4	-54.1
SCHOOL 16	27.0	32.6	39.0	+5.6	-6.4	-42.4
SCHOOL 17	41.2	22.6	49.7	-18.6	-27.1	-52.4
SCHOOL 19	27.8	23.3	39.6	-4.5	-16.3	-51.7
SCHOOL 28	16.5	4.4	31.1	-12.1	-26.7	-70.6
SCHOOL 29	35.3	24.4	45.2	-10.9	-20.8	-50.6
RC	33.3	71.4	43.7	+38.1	+27.7	-3.6
EWK	12.0	15.2	27.8	+3.2	-12.6	-59.8
DALE	NA	NA	NA	NA	NA	NA

** 1999-2000 benchmarks were adjusted to reflect revised state standard of 75% and rescaled scores in language arts literacy, mathematics, and science.*

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

MATHEMATICS

	RESULTS					
<u>CLUSTER I</u>	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 3	31.4	69.2	42.3	+37.8	+26.9	-5.8
SCHOOL 6	5.6	23.0	23.0	+17.4	=	-52.0
SCHOOL 9	29.0	70.0	40.5	+41.0	+29.5	-5.0
SCHOOL 11	21.7	21.7	35.0	=	-13.3	-53.3
SCHOOL 21	36.4	21.4	46.1	-15.0	-24.7	-53.6
SCHOOL 26	35.2	36.5	45.2	+1.3	-8.7	-38.5
SCHOOL 27	31.7	39.1	42.5	+7.4	-3.4	-35.9
NSW	87.0	84.0	88.5	-3.0	-4.5	+9.0

* 1999-2000 benchmarks were adjusted to reflect revised state standard of 75% and rescaled scores in language arts literacy, mathematics, and science.

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

MATHEMATICS

<u>CLUSTER II</u>	RESULTS					
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 2	41.9	40.0	50.2	-1.9	-10.2	-35.0
SCHOOL 5	26.7	56.0	38.8	+29.3	+17.2	-19.0
SCHOOL 8	13.2	43.1	28.7	+29.9	+14.4	-31.9
SCHOOL 10	42.9	28.6	50.9	-14.3	-22.3	-46.4
SCHOOL 12	11.3	18.8	27.2	+7.5	-8.4	-56.2
SCHOOL 13	28.1	38.4	39.8	+10.3	-1.4	-36.6
SCHOOL 15	13.6	21.5	29.0	+7.9	-7.5	-53.5
SCHOOL 18	40.6	47.2	49.2	+6.6	-2.0	-27.8
SCHOOL 20	55.9	56.9	60.7	+1.0	-3.8	-18.1
SCHOOL 24	15.1	33.3	30.1	+18.2	+3.2	-41.7
SCHOOL 25	31.5	44.7	42.4	+13.2	+2.3	-30.3
MLK	48.1	54.1	54.8	+6.0	-0.7	-20.9

* 1999-2000 benchmarks were adjusted to reflect revised state standard of 75% and rescaled scores in language arts literacy, mathematics, and science.

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

MATHEMATICS

<u>CLUSTER IV</u>	RESULTS					
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 1	47.1	55.2	54.1	+8.1	+1.1	-19.8
SCHOOL 14	12.2	32.6	27.9	+20.4	+4.7	-42.4
SCHOOL 16	27.0	23.2	39.0	-3.8	-15.8	-51.8
SCHOOL 17	32.3	32.7	43.0	+0.4	-10.3	-42.3
SCHOOL 19	30.9	12.9**	41.9	-18.0	-29.0	-62.1
SCHOOL 28	13.8	10.0	29.1	-3.8	-19.1	-65.0
SCHOOL 29	31.2	42.2	42.2	+11.0	=	-32.8
RC	38.9	81.0	47.9	+42.1	+33.1	+6.0
EWK	17.6	37.8	32.0	+20.2	+5.8	-37.2
DALE	NA	NA	NA	NA	NA	NA

* 1999-2000 benchmarks were adjusted to reflect revised state standard of 75% and rescaled scores in language arts literacy, mathematics, and science.

**Waiting for final scores for 28 students

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

SCIENCE

<u>CLUSTER I</u>	RESULTS					
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
SCHOOL 3	65.7	88.4	68.0	+22.7	+20.4	+13.4
SCHOOL 6	25.3	45.0	37.7	+19.7	+7.3	-30.0
SCHOOL 9	73.7	81.8	75.6	+8.1	+6.2	+6.8
SCHOOL 11	43.5	37.5	51.4	-6.0	-13.9	-37.5
SCHOOL 21	54.7	57.7	59.8	+3.0	-2.1	-17.3
SCHOOL 26	50.0	63.4	56.3	+13.4	+7.1	-11.6
SCHOOL 27	60.0	60.9	63.8	+0.9	-2.9	-14.1
NSW	91.3	92.0	95.0	+0.7	-3.0	+17.0

** 1999-2000 benchmarks were adjusted to reflect revised state standard of 75% and rescaled scores in language arts literacy, mathematics, and science.*

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

SCIENCE

<u>CLUSTER II</u>	RESULTS					
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 2	67.7	76.0	69.5	+8.3	+6.5	+1.0
SCHOOL 5	65.3	82.3	67.7	+17.0	+14.6	+7.3
SCHOOL 8	54.7	62.8	59.8	+8.1	+3.0	-12.2
SCHOOL 10	73.6	79.0	75.6	+5.4	+3.4	+4.0
SCHOOL 12	37.1	56.2	46.6	+19.1	+9.6	-18.8
SCHOOL 13	51.6	72.4	57.5	+20.8	+14.9	-2.6
SCHOOL 15	29.6	44.3	41.0	+14.7	+3.3	-30.7
SCHOOL 18	72.9	81.9	73.4	+9.0	+8.5	+6.9
SCHOOL 20	60.0	73.8	63.8	+13.8	+10.0	-1.2
SCHOOL 24	52.8	52.3	58.4	-0.5	-6.1	-22.7
SCHOOL 25	53.4	57.9	58.8	+4.5	-0.9	-17.1
MLK	76.6	72.9	78.2	-3.7	-5.3	-2.1

* 1999-2000 benchmarks were adjusted to reflect revised state standard of 75% and rescaled scores in language arts literacy, mathematics, and science.

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

SCIENCE

<u>CLUSTER IV</u>	RESULTS					
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 1	70.6	83.3	72.7	+12.7	+10.6	+8.3
SCHOOL 14	56.1	60.4	60.8	+4.3	-0.4	-14.6
SCHOOL 16	64.9	53.5	67.4	-11.4	-13.9	-21.5
SCHOOL 17	55.9	63.0	60.7	+7.1	+2.3	-12.0
SCHOOL 19	55.3	77.4	60.2	+22.1	+17.2	+2.4
SCHOOL 28	32.5	21.3	43.1	-11.2	-21.8	-53.7
SCHOOL 29	76.5	75.6	79.6	-0.9	-4.0	+0.6
RC	77.8	100.0	80.0	+22.2	+20.0	+25.0
EWK	47.1	66.7	54.1	+19.6	+12.6	-8.3
DALE	NA	NA	NA	NA	NA	NA

* 1999-2000 benchmarks were adjusted to reflect revised state standard of 75% and rescaled scores in language arts literacy, mathematics, and science.

BENCHMARK TABLES

A 2. Grade Eight Proficiency Assessment (GEPA)

Grade 8

GEPA District Performance

(Pages 5, 7, and 8 of the Education Plan)

This section reports on the performance of the district against established benchmarks. It also compares student test results for the 1999-2000 year to student performance in 1998-1999. The bar graph on page 26 displays the district GEPA scores for the 1998-1999 and 1999-2000 school years.

The benchmark tables (pages 27-33) are divided into two sections:

1. The left section displays two years of test results and the 1999-2000 benchmark
2. The right section of the table shows three different comparisons of the results:

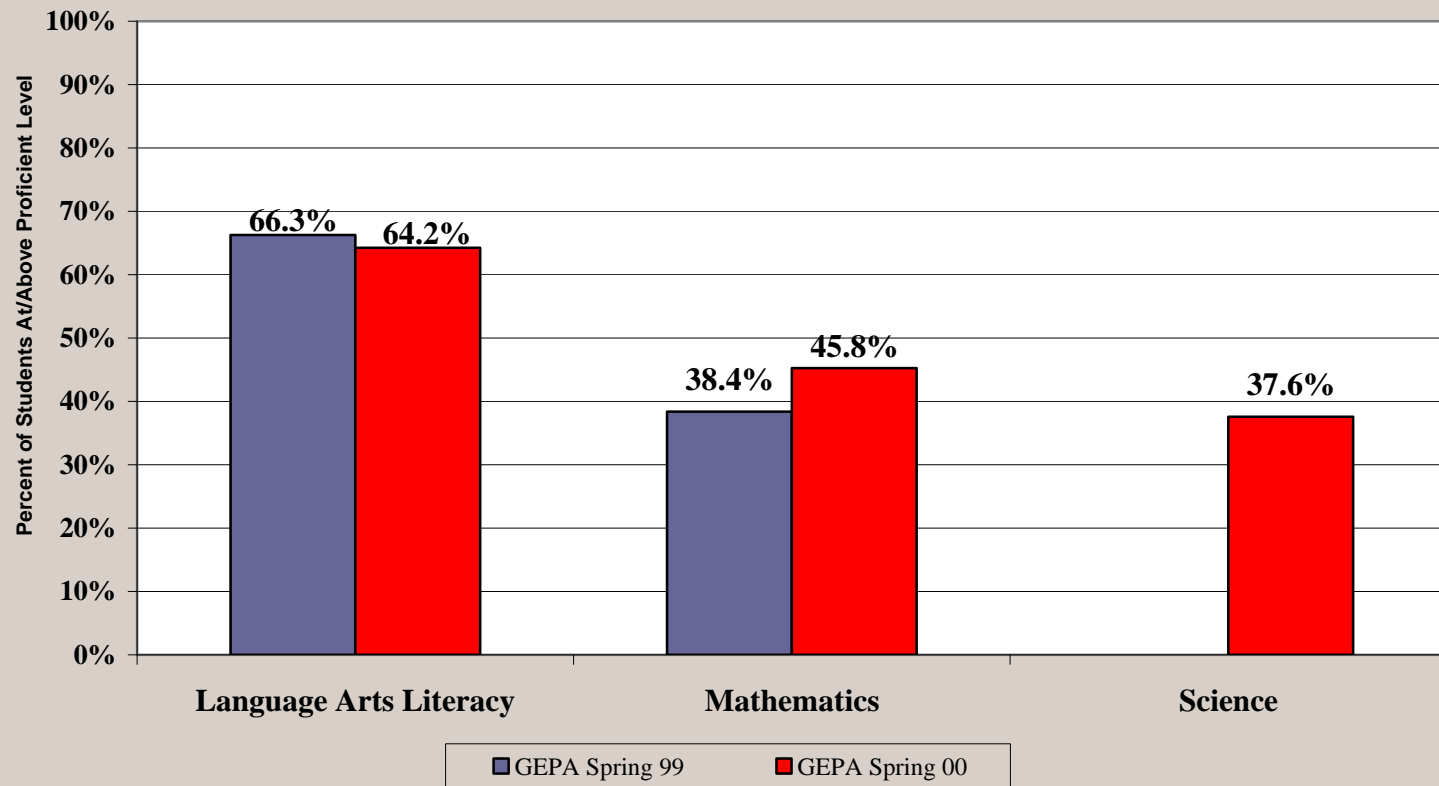
District Performance

- Differences between the **current year** performance and **last year's** performance, which are -2.1 in language arts literacy and +7.4 in mathematics. District performance for the first operational year of science was 37.6%.
- Differences between **benchmark** and **current year's** performance, which are -3.8 in language arts literacy, and -2.2 in mathematics. Benchmarks were not set for the 2000 science administration as this was the first year in which the test was operational
- Differences between **actual** performance against **state standards** of 75% passing, which are -10.8 in language arts literacy, -29.2 in mathematics and -37.4 in science.

Elementary School Performance

1. Schools 5, 9, 11, 18, 25, and Norman S. Weir met their benchmark in language arts literacy.
2. Schools 5, 9, 10, 11, 18, 25, and Martin Luther King met their benchmark in mathematics.
3. School 9 exceeded the state standard of 75% passing in science.
4. Schools 9, and Norman S. Weir exceeded state standards of 75% passing in language arts literacy.
5. Current year performance improvements over last year results at the elementary schools are as follows:
 - Scores in 8 of the 22 schools (36%) increased anywhere from 0.6% to 35.5% in language arts literacy (refer to chart on page 62)
 - Scores in 16 of the 22 schools (73%) increased anywhere from 0.5% to 29 % in mathematics (refer to chart on page 63)

**New Jersey Statewide Testing System
Paterson Public Schools
Grade Eight Proficiency Assessment
A Two Year Comparison (1999-2000)**



*Baseline (GEPA science was first administered in March 2000)
37.6 % of students passed the science portion of the GEPA in March 2000

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment*

District Summary Student Performance

LANGUAGE ARTS LITERACY

Indicator -----	1998-99 Actual -----	1999-00 Actual -----	*1999-2000 Benchmark -----	RESULTS		
				+or- 1998-99 Actual -----	+or- Benchmark -----	+or- State Standard -----
GEPA	66.3	64.2	68.0	-2.1	-3.8	-10.8

MATHEMATICS

Indicator -----	1998-99 Actual -----	1999-00 Actual -----	*1999-2000 Benchmark -----	RESULTS		
				+or- 1998-99 Actual -----	+or- Benchmark -----	+or- State Standard -----
GEPA	38.4	45.8	48.0	+7.4	-2.2	-29.2

SCIENCE

Indicator -----	1998-99 Actual -----	1999-00 Actual -----	1999-2000 Benchmark -----	RESULTS		
				+or- 1998-99 Actual -----	+or- Benchmark -----	+or- State Standard -----
GEPA		37.6	NA	NA	NA	-37.4

Schools in Cluster IV do not house eighth grades; therefore there are no GEPA scores for Cluster IV.

* 1999-2000 benchmarks were adjusted to reflect revised state standard of 75%.. % and rescaled scores in language arts literacy, mathematics, and science. * The science section of the GEPA became operational in March 2000 (baseline scores)

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

LANGUAGE ARTS LITERACY

<u>CLUSTER I</u>				RESULTS		
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 3	84.0	65.4	88.8	-18.6	-23.4	-9.6
SCHOOL 6	73.2	54.8	76.9	-18.4	-22.2	-20.2
SCHOOL 7	91.1	64.5	95.0	-26.6	-30.5	-10.5
SCHOOL 9	75.0	82.5	77.3	+7.5	+5.2	+7.5
SCHOOL 11	38.7	74.2	47.8	+35.5	+26.4	-0.8
SCHOOL 21	64.8	60.9	67.4	-3.9	-6.5	-14.1
SCHOOL 26	59.1	45.8	63.1	-13.3	-17.3	-29.2
SCHOOL 27	80.7	71.2	82.8	-9.5	-11.6	-3.8
NSW	78.9	92.0	79.3	+13.1	+12.7	+17.0

** 1999-2000 benchmarks were adjusted to reflect revised state standard of 75%.. % and rescaled scores in language arts literacy, mathematics, and science. * The science section of the GEPA became operational in March 2000 (baseline scores)*

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

LANGUAGE ARTS LITERACY

<u>CLUSTER II</u>	1998-99	1999-00	*1999-2000	RESULTS		
	Actual	Actual	Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 2	77.1	59.4	82.5	-17.7	-23.1	-15.6
SCHOOL 4	72.0	73.0	74.6	+1.0	-1.6	-2.0
SCHOOL 5	58.7	70.9	62.8	+12.2	+8.1	-4.1
SCHOOL 8	66.1	65.4	68.3	-0.7	-2.9	-9.6
SCHOOL 10	54.9	45.4	59.9	-9.5	-14.5	-29.6
SCHOOL 12	76.2	60.9	79.5	-15.3	-18.6	-14.1
SCHOOL 13	61.0	57.9	64.5	-3.1	-6.6	-17.1
SCHOOL 15	55.1	53.4	60.1	-1.7	-6.7	-21.6
SCHOOL 18	68.9	73.3	70.4	+4.4	+2.9	-1.7
SCHOOL 20	63.2	63.8	66.2	+0.6	-2.4	-11.2
SCHOOL 24	66.7	56.8	68.8	-9.9	-12.0	-18.2
SCHOOL 25	62.5	68.6	65.6	+6.1	+3.0	-6.4
MLK	70.8	65.9	73.4	-4.9	-7.5	-9.1

* 1999-2000 benchmarks were adjusted to reflect revised state standard of 75%.. % and rescaled scores in language arts literacy, mathematics, and science. * The science section of the GEPA became operational in March 2000 (baseline scores)

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

MATHEMATICS

<u>CLUSTER I</u>	1998-99	1999-00	*1999-2000	RESULTS		
	Actual	Actual	Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 3	76.0	61.5	80.0	-14.5	-18.5	-13.5
SCHOOL 6	46.4	23.8	53.6	-22.6	-29.8	-51.2
SCHOOL 7	88.2	48.4	92.6	-39.8	-44.2	-26.6
SCHOOL 9	54.4	69.7	59.6	+15.3	+10.1	-5.3
SCHOOL 11	35.5	64.5	45.4	+29.0	+19.1	-10.5
SCHOOL 21	21.4	34.4	34.8	+13.0	-0.4	-40.6
SCHOOL 26	34.7	42.4	44.8	+7.7	-2.4	-32.6
SCHOOL 27	38.4	43.9	47.6	+5.5	-3.7	-31.1
NSW	89.5	72.0	92.6	-17.5	-20.6	-3.0

** 1999-2000 benchmarks were adjusted to reflect revised state standard of 75%.. % and rescaled scores in language arts literacy, mathematics, and science. * The science section of the GEPA became operational in March 2000 (baseline scores)*

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

MATHEMATICS

<u>CLUSTER II</u>	RESULTS					
	1998-99 Actual	1999-00 Actual	*1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
	-----	-----	-----	-----	-----	-----
SCHOOL 2	45.8	46.9	53.1	+1.1	-6.2	-28.1
SCHOOL 4	22.1	23.8	35.3	+1.7	-11.5	-51.2
SCHOOL 5	32.0	55.4	42.8	+23.4	+12.6	-19.6
SCHOOL 8	35.8	36.3	45.6	+0.5	-9.3	-38.7
SCHOOL 10	27.5	42.4	39.4	+14.9	+3.0	-32.6
SCHOOL 12	69.9	52.2	71.2	-17.7	-19.0	-22.8
SCHOOL 13	20.3	20.2	34.0	-0.1	-13.8	-54.8
SCHOOL 15	26.5	37.4	38.6	+10.9	-1.2	-37.6
SCHOOL 18	48.9	58.2	55.4	+9.3	+2.8	-16.8
SCHOOL 20	26.8	37.9	38.9	+11.1	-1.0	-37.1
SCHOOL 24	37.1	42.1	46.6	+5.0	-4.5	-32.9
SCHOOL 25	30.4	51.8	41.6	+21.4	+10.2	-23.2
MLK	33.8	56.1	44.1	+22.3	+12.0	-18.9

** 1999-2000 benchmarks were adjusted to reflect revised state standard of 75%.. % and rescaled scores in language arts literacy, mathematics, and science. * The science section of the GEPA became operational in March 2000 (baseline scores)*

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

SCIENCE

<u>CLUSTER I</u>	1999-00* Actual -----	+or- State Standard -----
SCHOOL 3	42.3	-32.7
SCHOOL 6	28.6	-46.4
SCHOOL 7	45.1	-29.9
SCHOOL 9	78.6	+3.6
SCHOOL 11	51.6	-23.4
SCHOOL 21	34.4	-40.6
SCHOOL 26	28.8	-46.2
SCHOOL 27	24.2	-50.8
NSW	60.0	-15.0

** 1999-2000 benchmarks were adjusted to reflect revised state standard of 75%.. % and rescaled scores in language arts literacy, mathematics, and science. * The science section of the GEPA became operational in March 2000 (baseline scores)*

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

SCIENCE

	1998-99*	+or-
	Actual	State Standard
<u>CLUSTER II</u>	-----	-----
SCHOOL 2	56.3	-18.7
SCHOOL 4	25.4	-49.6
SCHOOL 5	51.4	-23.6
SCHOOL 8	27.8	-47.2
SCHOOL 10	19.7	-55.3
SCHOOL 12	31.9	-43.1
SCHOOL 13	40.5	-34.5
SCHOOL 15	21.5	-53.5
SCHOOL 18	40.2	-34.8
SCHOOL 20	34.5	-40.5
SCHOOL 24	29.9	-45.1
SCHOOL 25	37.1	-37.9
MLK	35.3	-39.7

** 1999-2000 benchmarks were adjusted to reflect revised state standard of 75%.. % and rescaled scores in language arts literacy, mathematics, and science. * The science section of the GEPA became operational in March 2000 (baseline scores)*

A. BENCHMARK TABLES

A 3. High School Proficiency Test (HSPT)

Grade 11

HSPT District Performance

(Pages 6 and 9 of the Education Plan)

This section reports on the performance of the district and each high school against established benchmarks. It also compares student test results for the 1999-2000 year to student performance in the past four years. The bar graph on the next page displays the district HSPT scores for the 1998-1999 and 1999-2000 school years.

The benchmark tables (pages 37-40) are divided into two sections: and display scores for the 1995-1996, 1996-1997, 1997-1998, 1998-1999, and 1999-2000 school years.

1. The left section displays five years of test results and the 1999-2000 benchmark
2. The right section of the table shows three different comparisons of the results:

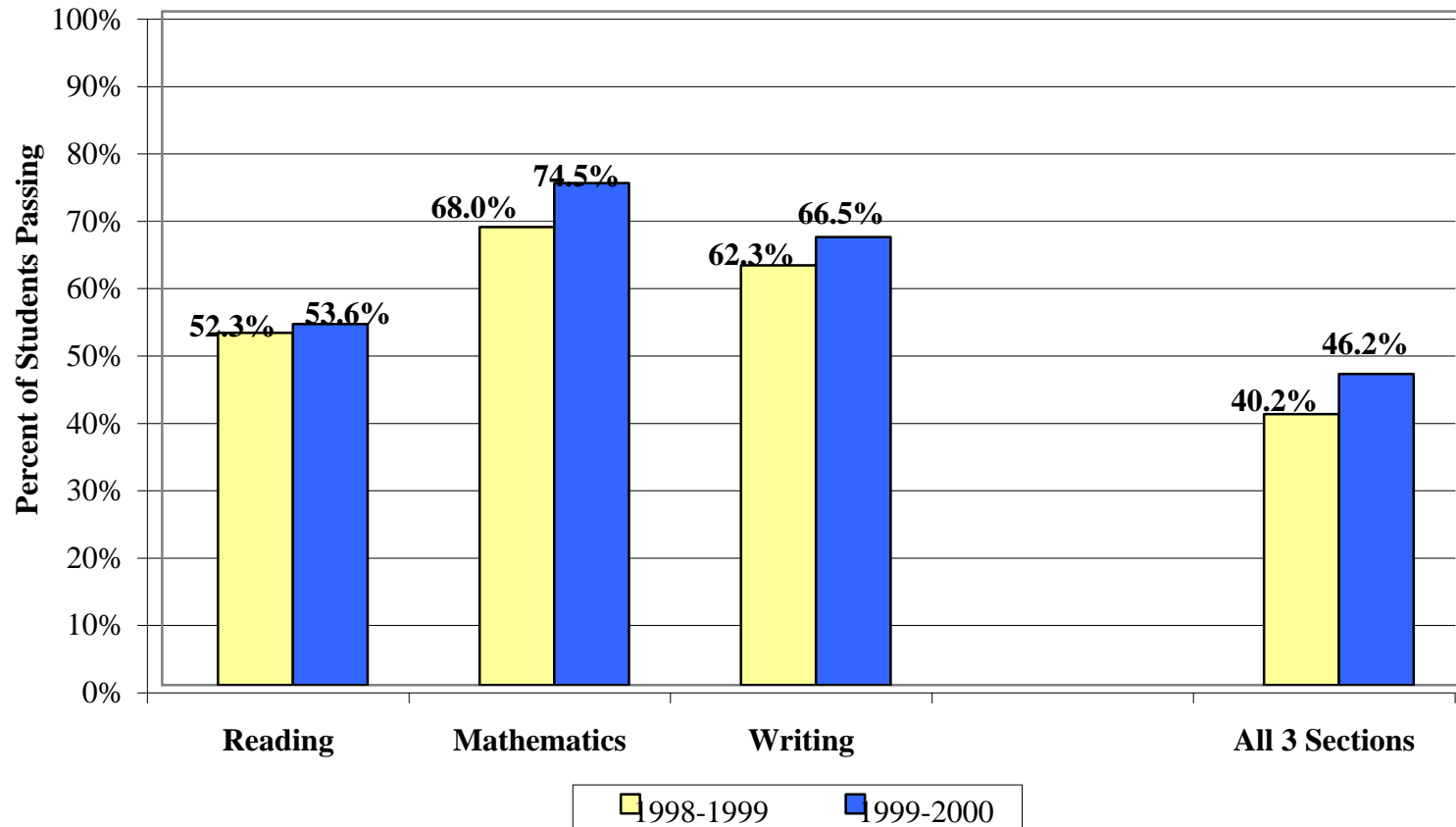
District Performance

- Differences between the **current year** performance and **last year's** performance, which are +1.3 in reading, +4.2 in writing, and +6.5 in mathematics.
- Differences between **benchmark** and **current year's** performance, which are -8.8 in reading, -5.9 in writing, and -3.5 in mathematics.
- Differences between **actual** performance against **state standards** of 85% passing, which are -31.4 in reading, -18.5 in writing, and -10.5 in mathematics.

High School Performance

1. Rosa Parks High School And John F. Kennedy High School met their benchmark in math
2. Rosa Parks exceeded state standards of 85% passing in reading, writing and mathematics.
3. Current year performance improvements over last year results at the three high schools are as follows:
 - Rosa Park's performance improved by +11.7 in reading, +2.3 in writing and +6.2 in mathematics
 - Eastside's performance improved by +0.4 in reading, +6.4 in writing and +5.1 in mathematics
 - J. F. Kennedy's performance improved by +1.4 in writing and +9.1 in mathematics

**Paterson Public Schools
High School Proficiency Test
A Two Year Comparison
1999-2000**



PATERSON PUBLIC SCHOOL DISTRICT

High School Proficiency Test

District Summary Student Performance

READING

Indicator -----	1995-96	1996-97	1997-98	1998-99	1999-2000	1999-2000	RESULTS		
	Actual	Actual	Actual	Actual	Actual	Benchmark	+or- 1998-1999 Actual	+or- Benchmark	+or- State Standard
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
H.S. Proficiency Test	57.6	54.8	64.5	52.3	53.6	62.4	+1.3	-8.8	-31.4

WRITING

Indicator -----	1995-96	1996-97	1997-98	1998-99	1999-2000	1999-2000	RESULTS		
	Actual	Actual	Actual	Actual	Actual	Benchmark	+or- 1998-1999 Actual	+or- Benchmark	+or- State Standard
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
H.S. Proficiency Test	68.6	62.9	66.4	62.3	66.5	72.4	+4.2	-5.9	-18.5

MATHEMATICS

Indicator -----	1995-96	1996-97	1997-98	1998-99	1999-2000	1999-2000	RESULTS		
	Actual	Actual	Actual	Actual	Actual	Benchmark	+or- 1998-99 Actual	+or- Bench-mark	+or- State Standard
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
H.S. Proficiency Test	68.7	71.2	58.6	68.0	74.5	78.0	+6.5	-3.5	-10.5

PATERSON PUBLIC SCHOOL DISTRICT

High School Proficiency Test

ROSA PARKS HIGH SCHOOL

READING

Indicator -----	1995-96	1996-97	1997-98	1998-99	1999-00	1999-2000	RESULTS		
	Actual -----	Actual -----	Actual -----	Actual -----	Actual -----	Benchmark -----	+or- 1998-99 Actual -----	+or- Benchmark -----	+or- State Standard -----
H.S. Proficiency Test	89.2	92.2	94.4	82.8	94.5	98.0	+11.7	-3.5	+9.5

WRITING

Indicator -----	1995-96	1996-97	1997-98	1998-99	1999-00	1999-2000	RESULTS		
	Actual -----	Actual -----	Actual -----	Actual -----	Actual -----	Benchmark -----	+or- 1998-99 Actual -----	+or- Benchmark -----	+or- State Standard -----
H.S. Proficiency Test	89.2	96.9	94.4	92.2	94.5	99.0	+2.3	-4.5	+9.5

MATHEMATICS

Indicator -----	1995-96	1996-97	1997-98	1998-99	1999-00	1999-2000	RESULTS		
	Actual -----	Actual -----	Actual -----	Actual -----	Actual -----	Benchmark -----	+or- 1998-99 Actual -----	+or- Benchmark -----	+or- State Standard -----
H.S. Proficiency Test	90.8	98.4	90.7	93.8	100.0	96.0	+6.2	+4.0	+15.0

PATERSON PUBLIC SCHOOL DISTRICT

High School Proficiency Test

EASTSIDE HIGH SCHOOL

READING

Indicator							RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	47.4	46.1	57.8	44.5	44.9	55.0	+0.4	-10.1	-40.1

WRITING

Indicator							RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	60.3	58.9	64.5	51.5	57.9	61.0	+6.4	-3.1	-27.1

MATHEMATICS

Indicator							RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	1999-2000 Benchmark	+or- 1998-99 Actual	+or- Bench-mark	+or- State Standard
H.S. Proficiency Test	59.5	64.7	45.7	57.0	62.1	72.0	+5.1	-9.9	-22.9

PATERSON PUBLIC SCHOOL DISTRICT

High School Proficiency Test

JOHN F. KENNEDY HIGH SCHOOL

READING

Indicator							RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	59.6	54.8	66.0	52.5	50.0	62.0	-2.5	-12.0	-35.0

WRITING

Indicator							RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	72.0	59.9	63.6	65.1	66.5	78.0	+1.4	-11.5	-18.5

MATHEMATICS

Indicator							RESULTS		
	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Actual	1999-2000 Benchmark	+or- 1998-99 Actual	+or- Benchmark	+or- State Standard
H.S. Proficiency Test	73.1	71.9	63.9	72.0	81.1	80.0	+9.1	+1.1	-3.9

SECTION I

B. EVALUATION OF STRATEGIES

B. EVALUATION OF STRATEGIES

B 1. Assessment of Student Performance

Overview for Elementary School

Grades Three and Four

The District continued its focus in providing experiences in exploration, experimentation, and problem solving across all disciplines with relation to ESPA. During the 1999-2000 school year, 3rd and 4th grade teachers were provided with extensive staff development in the areas of language arts, mathematics, social studies, and science. Staff development sessions in all four (4) disciplines were aligned with the New Jersey Core Curriculum Content Standards (NJCCCS). Materials used were aligned specifically to ESPA specifications, the New Jersey Frameworks, District Curricula, and Resource Guides. In addition, some of the staff development sessions focused on developing and implementing interdisciplinary lessons. Not only did these lessons concentrate on specific content areas, but also connected topics/themes for language arts, mathematics, science, and social studies.

Staff development program for the 1999-2000 school year included the following sessions:

District In-service Staff Development Training (ESPA)	Grade Level Meetings All Day Sessions	Extended Day In-Service Sessions	After School In-Service Course
October 8, 1999	October, 1999	February, 2000	October, 1999
December 1, 1999	November, 1999	March, 2000	November, 1999
January 1, 2000	December, 1999	April, 2000	
February 1, 2000	January, 2000		
	February, 2000		
	March, 2000		
	April, 2000		
	May, 2000		

The assistant director and subject supervisors for the district elementary schools assessed the impact of the staff development through teacher observations/evaluations, lesson plans, and student work. These assessments document improvement both in the delivery of instruction and in the quality of student work. The increase of scores on the ESPA confirm the success of the staff development program.

Interim departmentalized assessments for ESPA in mathematics, language arts, and science were administered. Student results on these interim assessments were analyzed to determine rate of success and improvement in student performance. Based on the analysis, instructional strategies/emphasis and staff development activities were modified as necessary to increase improvement in student achievement.

The Principals' and Vice Principals' Institute continued during the 1999-2000 school year. The purpose of the institute was to in-service the building administrators on the alignment of grade level instruction to the NJCCCS and to the assessments. Principals were also given an opportunity to attend all day staff development sessions with their teachers.

Extended day programs for third and fourth grade students provided additional preparation in concept development, problem solving, open-ended questions and remediation as needed. In the past, these programs were helpful with regards to impacting student achievement and various assessments. The assistant director and subject supervisors have evaluated this program by identifying a set of causal relationships among a set of strategies relevant toward achievement on the ESPA. Results of the extended day program can be found on pages 99 and 100.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11
(page 12 A, D)

LANGUAGE ARTS

Grade 4: A language arts interim assessment was conducted for every fourth-grade student on February 23 and 24, 2000. Students were assessed in two sub-areas: narrative reading (multiple choice and open-ended) and writing a poem-linked essay. Fourth-grade teachers who were trained on the state's Open-Ended Question Rubric and the Registered Holistic Scoring Rubric scored both the open-ended and multiple-choice questions. Scores were submitted to the language arts supervisors.

Grade 8: A language arts interim assessment was conducted for every eighth grade student on November 30 and December 9, 1999. Students were assessed in three sub-areas: persuasive essay, revising and editing and persuasive reading (multiple choice and open-ended). Eighth grade teachers and librarians who were trained on the state's Revising and Editing Rubric, Registered Holistic Scoring Rubric and Open-ended Question Rubric scored those responses. Multiple-choice questions were scored centrally. Scores were submitted to the language arts supervisors.

Grade 11

An interim assessment modeled on the HSPT provided students with an opportunity to practice strategies needed to succeed on the actual test. The HSPT 1998-1999 reading score of 52.3% and writing score of 62.3% indicated that both the level of the material on the test and the instruction that would follow it needed to increase in difficulty. Once the test was administered, teachers scored the open-ended responses and essays in pairs, thereby adjusting their expectations of students, as well as internalizing their students' needs. Although deficiencies were not identified district-wide, individual teachers and schools continued to identify and address student weaknesses with the help of the subject supervisor.

	Successful	Unsuccessful
<i>Grade 4</i>	x	
<i>Grade 8</i>	x	
<i>Grade 11</i>	x	

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11
(page 12 A, D continued)

Explanation of Success/Nonsuccess:

LANGUAGE ARTS

Grade 4:

Data collected included scores for reading (multiple choice, open-ended, and total reading) and writing (Persuasive Essay, Revise Edit, and Total Writing). A total score for the entire interim assessment was also provided. Each teacher analyzed the data and discussed strategies for improvement at workshops and grade level meetings. Instruction was modified accordingly.

Grade 8:

Data collected included scores for the three sub-areas: persuasive essay, revising and editing and persuasive reading. A total score for the entire interim assessment was also provided. Each teacher analyzed the data, identified deficiencies, and discussed strategies for improvement at workshops and grade level meetings. Instruction was modified accordingly.

Results on the Interim Test were extremely low due to both teacher overstringency in scoring the open-ended portion as well as the students' lack of preparedness. However, the assessment was effective in helping supervisors target areas in need of staff development. It should be noted that teachers themselves asked for additional training in scoring open-ended questions.

Factors Affecting Results

The subject matter of the persuasive writing prompt on the March 2000 GEPA may have impacted negatively on the scores. Based on our findings, it is an unconfirmed possibility that the topic of the essay may have been biased against urban students since most urban students are in K-8 schools and have little or no experience with electives. (All practice essay assignments in Paterson are carefully screened to ensure the likelihood of some prior student experience with the topic.) Also, the revising/editing part of the literacy bias may have had a major negative impact due to scoring, confusion of the text, and/or the lack of knowledge on how to handle this section of the GEPA by staff. There is a need to review these strategies with the staff.

Modification

At this time we are not planning to modify the 8th grade interim test process; the strategy was successful. However, staff development will address scoring of the results (teacher overstringency) to better reflect the scoring rubrics. In addition, analysis of the actual GEPA scores reveals a need for further staff development on revising and editing skills and strategies to address "analyzing/critiquing text" and open-ended questions.

Strategy 1: (continued) Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11. (*page 12 A, D continued*)

Explanation of Success/Nonsuccess:

LANGUAGE ARTS

Grade 11

Upon the retirement of the high school language arts supervisor, a newly hired supervisor developed a program of strategies and activities to improve student achievement. Although the focus of the interim assessment prevented it from being as valuable an instrument as had been intended, staff development was designed to emphasize training in holistic scoring. Thus, teachers' holistic scoring work improved writing instruction and performance to some degree. This was clearly the result of a different focus on instructional strategies. The assessment was helpful in at least one key area. By April, the positive results of this scoring and evaluation, coupled with intense teacher training in how to interpret the scores, yielded significant results. Scores increased in reading from 52.3% in 1998-1999 to 53.6% in 1999-2000. Writing scores increased from 62.3% in 1999 to 66.5% in 2000.

The interim assessment will be modified to enable a more meaningful analysis of the data. Instruction will be tailored to meet individual student needs.

HSPT Language Arts Literacy Results (% passing)				
	Reading		Writing	
	1998-1999	1999-2000	1998-1999	1999-2000
Rosa Parks High School	82.8%	94.5%	92.2%	94.5%
John F. Kennedy High School	52.5%	50.0%	65.1%	66.5%
Silk City Academy	Included with Kennedy	76.9%	Included with Kennedy	84.6%
Eastside High School	44.5%	44.9%	51.5%	57.9%
Paterson School District	52.3%	53.6%	62.3	66.5%

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11
(page 12 A, D)

MATHEMATICS

Grade 4

As prescribed in the Education Plan, a mathematics interim assessment was administered to all students in grade four. The assessment measured skills and concepts in the following areas: number sense, geometry and spatial sense, measurement, probability and data analysis, discrete mathematics, patterns and algebra. Results on the interim assessment indicated deficiencies in understanding geometric concepts, reading and interpreting graphs, estimating products, and responding to open-ended questions. Areas of strength were number sense items, place value concepts, estimating sums and understanding of money concepts.

The district assessed the needs of individual students, teachers, schools, and the district as a whole and provided feedback to the schools about the test results. The data was used to develop and prioritize staff development activities for teachers and was also incorporated into grade level-meetings.

Grade 8

A simulated GEPA mathematics assessment was administered to all grade eight students on December 7, 1999. The test covered equally, the four GEPA clusters: number sense, spatial sense and geometry, data analysis, and algebra. It was comprised of both multiple choice and open-ended questions. The district and individual schools analyzed results to determine specific areas of strengths and weaknesses.

Grade 11

The mathematics interim assessment of student performance, developed by a Cluster III high school mathematics committee was administered in January 1999 and January 2000.

The Cluster III math supervisor scored all open-ended questions on the 9th and 10th grade 1999 assessment. The results were analyzed and the resulting data was used to drive instruction in the extended year program (i.e. summer of 1999). Cluster III math staff scored the open-ended questions on this year's 9th and 10th grade assessment (i.e., assessment 2000). These results were analyzed and the resulting data will be used this summer (i.e., summer of 2000) in this year's extended year program to drive instruction.

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11.
(page 12A, D continued)

	Successful	Unsuccessful
Grade 4	x	
Grade 8	x	
Grade 11	x	

Explanation of Success/Nonsuccess:

MATHEMATICS

Grade 4

Although the ESPA math scores did not reach the state standard, there was a noticeable increase in the math scores. The percent of students passing the math section of ESPA rose from 29.7% in 1998-1999 to 39.1% in 1999-2000. This is a gain of 9.4 percentage points. There were two interim assessments given during the school year, one in January, and the other in March. The analysis of these assessments provided clear direction for subsequent planning and instruction.

Grade 8

Although the GEPA math scores did not reach the state standard, the increase in math scores was significant. Results indicated deficiencies across the clusters, particularly in solving open-ended questions. Since the interim assessment was given approximately four months into the school year, the results allowed ample time for review and modification of staff development and delivery of instruction. Subsequently, the percent of students passing the math section of the GEPA increased from 38.4% in 1998-1999 to 45.8% in 1999-2000. This is an increase of 7.4 percentage points.

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11.
(page 12A, D continued)

Explanation of Success/Nonsuccess:

MATHEMATICS

Grade 11

The October and April HSPT math results verify that the Interim Assessment was helpful in determining the progress of the students and in developing the HSPT strategies that were used. As shown in the table below, math scores increased in all three high schools. The percent of students in the District passing the math section of the HSPT increased from 68.0% in 1998-1999 to 74.5% in 1999-2000. This is an increase of 6.5 percentage points.

Math HSPT 11 Results (% passing)		
	1998-1999	1999-2000
Rosa Parks High School	93.8%	100%
John F. Kennedy High School	72.0%	81.1%
Silk City Academy	Included with Kennedy High School	69.2%
Eastside High School	57.0%	62.1%
Paterson School District	68.0%	74.5%

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11. (*pages 12A, D*)

SCIENCE

Grades 4 and 8

Interim and end of the year assessments were designed and implemented for grades four and eight. Results were analyzed to determine strengths and weaknesses according to content clusters – Life, /Earth/Physical. Science Support Teachers visited each school with a prescriptive plan for improvement.

Grade 11

Teachers and administrators of science classes in grade nine through twelve developed interim and end of year assessments. Results clearly indicated that timelines/scope and sequence must be implemented to ensure that all students are involved in the same instruction in the content area. The content of the assessment will continue to include the cumulative progress indicators as identified in the Core Curriculum Standards but specific units will be taught at specific times in order to provide continuity of instruction.

	Successful	Unsuccessful
<i>Grade 4</i>	<i>x</i>	
<i>Grade 8</i>	x	
<i>Grade 11</i>	<i>x</i>	

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11. (*pages 12 A, D continued*)

Explanation of Success/Nonsuccess:

SCIENCE

Interim and end of year assessments in grades four and eight were successful. They provided data necessary to prepare prescriptive plans for each school based on analysis of clusters in the area of life/earth, environmental and physical science. Science support teachers provided assistance to schools in meeting student needs.

Grade 11

Assessments in the high schools included only those students taking science classes in grades nine-through twelve. These assessments did provide appropriate mid year/end of year data regarding student performance in specific content courses (biology, chemistry, etc.) per grade level and mastery of content standards. In the future, a “model” science HSPA will be administered to students at the end of their sophomore year to serve as a diagnostic tool for improving student performance.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11. (*pages 12 C continued*)

Selected Bilingual/ESL and Mainstream teachers were involved in nine workshops during the 1999-2000 school year. The in-service sessions focused on:

- Development of open-ended questions for the ESPA, GEPA, and HSPA.
- Administration of the interim assessment at designated schools.
- Ways to assist the newly exited LEP students to meet the New Jersey Core Curriculum Content Standards.
- Use of “Newspapers in Education” as a strategy for developing critical thinking skills.
- Alignment of the New Jersey Core Curriculum Content Standards to the Teachers of English of Students of Other Languages (TESOL) standards
- Development of checklists to show student progress throughout the year.

Successful	Unsuccessful
X	

Explanation of Success/Nonsuccess:

Out of 21 newly exited Limited English Proficient students, 5 students passed the language arts section of the GEPA and 4 students passed the math section. The scores of 4 students were submitted for rescoring. Although the strategy was successful, constraints of time and lack of common planning time in some schools (#5, 9/CJR, 16, Martin Luther King, Kennedy High School, and Eastside High School) made it difficult to get more feedback from mainstream teachers regarding assistance to newly exited students with the ESPA and GEPA. This problem will be discussed with the principals and assistant superintendents.

The teachers selected for the in-service workshops this year used open-ended questions modeled after items on the statewide tests. They also received training on how to use the newspaper as a tool for developing essay questions related to persuasive text.

Results of the assessment were used to modify instruction for Limited English Proficient (LEP) students in the areas of reading and writing. However, we could not compare the assessment to any other similar assessment.

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, and science, in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11. *(page 12 C continued)*

The checklists were developed for use in bilingual/ESL settings in addition to mainstream settings where recently exited LEP students receive instruction. The checklists, however; could not be implemented as formal instruments of student assessment. The checklist basically numerates the various reading, writing, and math skills as required by the New Jersey Core Curriculum Standards in a scope and sequence format to illustrate levels of mastery.

The checklists will be reviewed and revised as needed. Bilingual teachers will be trained to use the checklists and will share the information with mainstream teachers of newly exited LEP students.

Next year, the bilingual teachers will turnkey information to mainstream teachers. This will allow information to be collected from the mainstream teachers on a monthly basis before the interim assessment is administered.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 2: Select or develop an assessment instrument to measure the effectiveness of the Early Childhood program for three and four year olds, and to assess readiness of children for kindergarten (i.e., Brigance, Lollipop Test, Developmental Skills Checklist. *(page 14 A)*)

The first year of the district's preschool collaborative proved to be a challenging one. Measuring the effectiveness of established childhood programs in the community could not begin with the assessment of three and four year old children.

Community- based agencies were given the preschool handbook developed by the Paterson Public School District. The handbook provided guidance in the content and skills children should experience to develop the entry or foundational skills for kindergarten.

Successful	
Unsuccessful	x

Explanation of Success/Nonsuccess:

District staff began with clarifying expectations, observing daily routines, revising schedules, assessing materials and instructional practices, and professional development activities. It became clear very early in the collaborative year that the centers were very independent and varied in how they implemented early education. The first year proved to be a learning year for all involved.

With the development of the *Early Childhood Expectation: Standards of Quality* document and the site evaluation of each center, the district now has a basis for moving forward by using established learning expectations for children at the point of entry for kindergarten.

The preschool handbook has been revised and correlated with the *Early Childhood Expectations: Standards of Quality* and the community- based organization staff will have training on its content and skills. This strategy will be modified in the revised Education Plan to more accurately reflect the role of community -based agencies.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 2: Select or develop an assessment instrument to measure the effectiveness of the Early Childhood program for three and four year olds, and to assess readiness of children for kindergarten (i.e., Brigance, Lollipop .Test, Developmental Skills Checklist. *(page 14 B)*)

Preschool teachers were provided with training in age appropriate awareness, literacy development, science, math etc. and New Jersey Core Curriculum Content Standards to articulate expectations of performance by the end of preschool. These workshops (August 16, 17, 18, 1999) focused on the learning competencies, behaviors and experiences needed by children to develop the foundational skills for kindergarten.

A preschool handbook was developed and correlated to the New Jersey Core Curriculum Content Standards and the state expectations for preschool. The document contains standards as well as activities to provide appropriate delivery of instruction.

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

Strong guidance for appropriate preschool and kindergarten curriculum will be forthcoming from the new Department of Early Childhood Education. Each school's model provides opportunities for the school community to assess its curriculum, strategies and instructional practices to meet their goals. The curriculum for the preschool centers as well as assessment and instructional practices will be reviewed to align them to the New Jersey Core Curriculum Content Standards (NJCCCS) and the Whole School Reform initiative. This blending of the childcare/preschool community, under Department of Human Services guidelines, as well as with the public schools, under Department of Education guidelines, will require a major organizational and cultural change for the preschool community. Their operations have previously been independent and free from accountability measures now required by the Abbott ruling. The district's contract with each center will require compliance to all curriculum expectations as per the NJCCCS.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 2: Select or develop an assessment instrument to measure the effectiveness of the Early Childhood program for three and four year olds, and to assess readiness of children for kindergarten (i.e., Brigance, Lollipop Test, Developmental Skills Checklist. *(page 14 C)*)

The Developmental Skills Checklist is used by the district to assess kindergarten readiness skills. It presents individual teachers with student progress and serves as a diagnostic tool early in the year. However, test data has not been collected in a manner that yields sufficient information to complete district-wide analysis or draw any conclusions as to the effectiveness of our program. As a result of the Abbott ruling and its focus on preschool and early childhood education, the district will reconsider all its assessment practices with young children, particularly those in kindergarten and preschool.

Successful	
Unsuccessful	x

Explanation of Success/Nonsuccess:

Under the umbrella of the Early Childhood Education Department and the kindergarten curriculum, instruction and assessment of children will be reviewed to determine their appropriateness in light of the new *Early Childhood Expectations: Standards of Quality* document and the New Jersey Core Curriculum Content Standards. These will also be reviewed to understand how Whole School Reform models impact on the curriculum, instruction, and assessment of young children in pre-k and k.

A complete review of the most appropriate assessments for children during the early years and their purpose will be completed. In light of our emphasis on developmentally appropriate practices, assessment must be more holistic and include not only knowledge and skills, but also dispositions and feelings when it involves very young children. The younger the child being tested the greater the risk of error and premature assigning of false labels.

The Department of Education will be doing a five-year longitudinal study on the effectiveness of early childhood programs for three and four year olds. The Paterson Public Schools will be a part of that study.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and use test results to modify instructional strategies to improve student achievement. (*page 15 A, B*)

Schools are being required to demonstrate how test results and other pertinent data are used to make educationally sound decisions and to plan activities that engender improvement in student achievement. School test coordinators attended both statewide and district training sessions in the interpretation of test scores and in using test results to plan and modify instruction. Each school has a management team with representation from all segments of the staff and from parents. Team members meet regularly to review the school's plan, monitor progress, study issues, identify solutions to problems, assess programs and progress in action, and prioritize goals and objectives.

Cluster superintendents and content supervisors met with principals, school staff, and SMT members (on site and at off site workshops) to review results of interim and standardized test results. Suggestions were given in using the data to group students for instruction, identify areas of student strengths and weaknesses, and modify instruction based on student needs. Support was given in the areas of language arts, mathematics, and science.

	Successful	Unsuccessful
Language Arts	x	
Mathematics	x	
Science	x	

Explanation of Success/Nonsuccess:

Stakeholders' demand for accountability has ensured that schools provide evidence of their effectiveness. By increasingly demonstrating the use of test results and other pertinent data to influence instruction, school staffs have strengthened both their focus and intensity on identified areas.

As the district proceeds in developing a local assessment in grades 3, 5, 6, 7, 9, and 10, mirroring the ESPA, GEPA, and HSPA, the need to extend professional development activities for these off- grades is essential. This assessment will become the district test of record for those grades, and the teachers assigned to these grade levels must be made aware of what will be expected of their students to ensure proficiency.

Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and use test results to modify instructional strategies to improve student achievement. (page 15 A, B continued)

ESPA 2000 - LANGUAGE ARTS LITERACY			
SCHOOL	COHORT	MODEL	%IMPROVEMENT
Roberto Clemente School	1st	SFA	+38.1
School #9	2a	CES	+36.5
School #3	2nd	CFL	+34.9
School #20	2a	CES	+33.6
School #12	1st	SFA	+20.0
School #6	1st	SFA	+18.6
School #5	3rd	CES	+15.9
Martin Luther King School	2a	CES	+15.7
School #13	1st	MRS	+14.0
School #21	1st	SFA	+10.8
School #26	2a	SFA	+8.7
School #15	1st	MRS	+6.7
School #16	3rd	CES	+5.6
School #25	3rd	Comer	+4.1
School #1	2a	CES	+3.3
E.W. Kilpatrick School	2a	SFA	+3.2
School #2	1st	SFA	+2.1

Overall district passing rate on the ESPA in language increased 6.8% compared to 1998-1999. Scores in 17 of the 29 schools(58.6%) increased anywhere from 2.1 % to 38.1%.and includes:

- 6 of the district's 12* CES schools (Coalition of Essential Schools)
- 7 of the district's 9 SFA schools (Success For All)
- 1 of the district's 6* Comer schools (School Development Program)
- Each of the district's 2 MRS schools(Modern Red Schoolhouse)
- The district's CFL school (Community For Learning)

Results by Cluster

- Cluster I: 5 of 8 schools improved (62.5%)
- Cluster II: 8 of 12 schools improved (66.6%)
- Cluster IV: 4 of 9 schools improved (44.4%)

* One Comer and 1 Coalition School do not house a fourth grade

ESPA 2000 MATHEMATICS			
SCHOOL	COHORT	MODEL	%IMPROVEMENT
Roberto Clemente School	1st	SFA	+42.1
School #9	2a	CES	+41.1
School #3	2nd	CFL	+37.8
School #8	2a	Comer	+29.9
School #5	3rd	CES	+29.3
School #14	3rd	CES	+20.4
E. W. Kilpatrick School	2a	SFA	+20.2
School #24	2a	CES	+18.2
School #6	1st	SFA	+17.4
School #25	3rd	Comer	+13.2
School #29	1st	SFA	+11.0
School #13	1st	MRS	+10.3
School #1	2a	CES	+8.1
School #15	1st	MRS	+7.9
School #12	1st	SFA	+7.5
School #27	1st	AS	+7.4
School #18	2a	CES	+6.6
Martin Luther King School	2a	CES	+6.0
School #26	2a	SFA	+1.3
School #20	2a	CES	+1.0
School #17	1st	SFA	+0.4

Overall district passing rate on the ESPA in mathematics increased 9.4% compared to 1998-1999. Scores in 21 of the 29 schools (72.4%) increased anywhere from 0.4% to 42.1%, and includes:

- 8 of the district's 12* CES schools (*Coalition of Essential Schools*)
- 7 of the district's 9 SFA schools (*Success For All*)
- 2 of the district's 6* Comer schools (*School Development Program*)
- Each of the district's 2 MRS schools (*Modern Red Schoolhouse*)
- The district's CFL and AS schools (*Community For Learning and Accelerated Schools*)

Results by Cluster

- *Cluster I: 5 of 8 schools improved (62.5%)*
- *Cluster II: 10 of 12 schools improved (83.3%)*
- *Cluster IV: 6 of 9 schools improved (66.6%)*

*One Comer and 1 Coalition School do not house a fourth grade

ESPA 2000 SCIENCE			
SCHOOL	COHORT	MODEL	%IMPROVEMENT
School #3	2nd	CFL	+22.7
Roberto Clemente School	1st	SFA	+22.2
School #19	2a	Comer	+22.1
School #13	1st	MRS	+20.8
School #6	1st	SFA	+19.7
E. W. Kilpatrick School	2a	SFA	+19.6
School #12	1st	SFA	+19.1
School #5	3rd	CES	+17.0
School #15	1st	MRS	+14.7
School #20	2a	CES	+13.8
School #26	2a	SFA	+13.4
School #1	2a	CES	+12.7
School #18	2a	CES	+9.0
School #2	1st	SFA	+8.3
School #8	2a	Comer	+8.1
School #9	2a	CES	+8.1
School #17	1st	SFA	+7.1
School #10	2a	CES	+5.4
School #25	3rd	Comer	+4.5
School #14	3rd	CES	+4.3
School #21	1st	SFA	+3.0
School #27	1st	AS	+0.9
Norman S. Weir School	1st	Comer	+0.7

Overall district passing rate on the ESPA in science increased 7.6% compared to 1998-1999. Scores in 23 of the 29 schools (79.3%) increased anywhere from 0.7% to 22.7% and includes

- 7 of the district's 12* CES schools (Coalition of Essential Schools)
- 8 of the district's 9 SFA schools (Success For All)
- 4 of the district's 6* Comer schools (School Development Program)
- Each of the district's 2 MRS schools (Modern Red Schoolhouse)
- The district's CFL and AS schools (Community For Learning) and Accelerated Schools)

Results by Cluster

- Cluster I: 7 of 8 schools improved (87.5%)
- Cluster II: 10 of 12 schools improved (83.3%)
- Cluster IV: 6 of 9 schools improved (66.6%)

*One Comer and 1 Coalition School do not house a fourth grade

Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and use test results to modify instructional strategies to improve student achievement. (page 15 A, B continued)

LANGUAGE ARTS LITERACY GEPA 2000			
SCHOOL	COHORT	MODEL	%Improvement
School #11	3rd	CES	+35.5
School NSW	1st	Comer	+13.1
School #5	3rd	CES	+12.2
School #9	2a	CES	+7.5
School #25	3rd	Comer	+6.1
School #18	2a	CES	+4.4
School #4	2a	Co-Nect	+1.0
School #20	2a	CES	+0.6

The overall district passing rate on the GEPA in language decreased slightly (-2.1) compared to 1998-1999. Scores in 8 of the 22 schools (36.4%) increased anywhere from 0.6% to 35.5% and includes:

- 5 of the district's 12* CES schools (Coalition of Essential Schools)
- 2 of the district's 6* Comer schools (School Development Program)
- The district's Co-Nect school

Results by Cluster

- Cluster I: 3 of 9 schools improved (33.3%)
- Cluster II: 5 of 13 schools improved (38.5%)

*2 CES, and 3 Comer Schools do not house an eighth grade

MATHEMATICS GEPA 2000			
SCHOOL	COHORT	MODEL	%Improvement
School #11	3rd	CES	+29.0
School #5	3rd	CES	+23.4
School MLK	2a	CES	+22.3
School #25	3rd	Comer	+21.4
School #9	2a	CES	+15.3
School #10	2a	CES	+14.9
School #21	1st	SFA	+13.0
School #20	2a	CES	+11.1
School #15	1st	MRS	+10.9
School #18	2a	CES	+9.3
School #26	2a	SFA	+7.7
School #27	1st	AS	+5.5
School #24	2a	CES	+5.0
School #4	2a	Co-Nect	+1.7
School #2	1st	SFA	+1.1
School #8	2a	Comer	+0.5

The GEPA math scores did not reach the benchmark success rate; however, the 7.4 % increase over the number of students passing in 1999 was indicative of substantial progress. Scores in 16 out of the 22 schools tested (72.7%) increased, anywhere from 0.5% to 29.0 %, and includes:

- *8 of the district's 12* CES schools (Coalition of Essential Schools)*
- *3 of the district's 9 * SFA schools (Success For All)*
- *2 of the district's 6* Comer schools (School Development Program)*
- *The district's Co-Nect and AS schools (Accelerated Schools)*
- *1 of the district's 2 MRS schools (Modern Red Schoolhouse))*

Results by Cluster

- Cluster I: 5 of 9 schools improved (56%)
- Cluster II: 11 of 13 schools improved (84.6%)

*2 CES, 4 SFA, and 3 Comer Schools do not house an eighth grade

B. EVALUATION OF STRATEGIES

B (2a) TECHNICAL ASSISTANCE AND SUPPORT TO ELEMENTARY SCHOOLS

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 17*)

GRADE FOUR/GRADE EIGHT ACTION PLAN

Previous staff development addressing the New Jersey Core Curriculum Content Standards resulted in improved student performance in the eighth grade. Staff members participated in organized, continuing programs of training designed to improve knowledge of content, delivery of instruction, active student learning, instructional techniques, and adaptive strategies for Limited English Proficient students.

During the 1999-2000 school year, the Office of Staff Development piloted a new training program, whereby twenty-five (25) substitutes were specifically recruited and subsequently trained in the Core Curriculum Content Standards (CCCS) in the four major subject areas of Language Arts/Literacy, Mathematics, Science and Social Studies. The assistant director of math, content supervisors and resource teachers then created specialized lesson plans in these domains for grades three, four, seven and eight. Armed with these plans, this cadre of substitute teachers were able to “cover” as effective instructors in classrooms, allowing the regularly assigned classroom teacher to attend full-day (6 hour) workshops in CCCS, instructional development, etc., without instructional interruption.

- Each third-grade teacher received two (2) 6-hour days of training (1 day in Literacy/Language Arts and 1 day in Mathematics.)
- Each fourth grade teacher district-wide received six (6) 6-hour days of training (2 days in Language Arts/Literacy, 2 days in Mathematics, 1 day in Social Studies and 1 day in Science.)
- Each seventh-grade teacher received three (3) 6-hour days of training (1 day in Literacy/Language Arts, 1 day in Mathematics, and 1 day in Social Studies.)
- Each eighth grade received five (5) 6-hour days of training (2 days in Literacy/Language Arts, 2 days in Mathematics and 1 day in Social Studies.)

It should be noted that groups were never larger than twenty-five (25) for any training session, allowing for individual attention to each teacher from the assistant director of math, content supervisors and resource teachers

Successful	x
Unsuccessful	

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(page 17 continued)*

Explanation of Success/Nonsuccess:

GRADE FOUR/GRADE EIGHT ACTION PLAN/CROSS CURRICULAR ACTION PLAN

Teacher evaluations of training presented by the district's supervisory staff were overwhelmingly positive. Evaluation comments indicated that the format, quality and length of training (full days) were effective. Participants indicated that they would utilize the skills and instructional strategies that were delivered in these sessions in their classrooms.

Due to the "success" of this pilot program, the district will expand and enhance this program during the 2000-2001 school year, targeting all elementary grade levels (pre-K through grade eight). Primary schools will have 90 days of training not inclusive of Whole School Reform. To further facilitate training, the Offices of Staff Development and Whole School Reform have developed the first annual unified calendar to coordinate training dates and avoid scheduling conflicts. Elements of Whole School Reform will be integrated throughout the sessions. Where the staff development program design piloted during the 1999-2000 school year offered a district total of 56 full days of staff development during the school calendar year, the expansion and enhancement of this design calls for 135 days of such training during the 2000-2001 school year, a 150% increase.

Furthermore, the design of this staff development program will allow the district to make changes without delay in its schedule as issues or concerns, dealing with particular grade level performance or specific subject area performance results indicate. Through continuous assessment and teacher evaluations of this program, the district will adapt its training strategies to differing demands as needs warrant.

A 7.4 point increase was realized in GEPA Mathematics scores district-wide. Although GEPA Literacy scores decreased slightly, a large number of those tests were submitted for rescoring. The subject matter of the persuasive writing prompt on the March 2000 GEPA may have impacted negatively on the scores. Our K-12 schools have little or no experience with "electives".

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 17 A,B*)

Cross-Curricular Action Plan

Staff development was provided not only in the content areas themselves but also in helping teachers develop integrated curriculum activities (such as writing across the curriculum) by connecting subjects taught during the school day. The interdisciplinary concept is vital in helping teachers cover the information in the CCCS.

Language Arts Literacy instruction, by its very nature, is cross-curricular. Language Arts Literacy staff development incorporated content from other disciplines (mathematics, science, social studies, health, etc.) in guided reading strategies and concept and mapping strategies to improve comprehension of informational, every-day, and persuasive texts. Writing tasks presented were also cross-curricular and provided readings in the content areas.

The implementation of a second tier of mathematics staff development training included full-day training sessions in addition to the common prep, grade level meetings and after school sessions which focused on specific and interdisciplinary content areas connecting CCCS with GEPA Specifications, N.J. Frameworks, District Curricula, and District Resource Guides. (interdisciplinary topics or themes).

Staff development workshops were implemented for teachers in grades 3,4,7 and 8 to address Core Curriculum Standards and N.J. Frameworks (GEPA and ESPA test specs.). Family Math/Science and Building a Presence for Science programs were also implemented. Math/science fairs were held throughout the district to foster problem-solving and critical thinking skills.

A grade seven interdisciplinary workshop was conducted on November 7, 1999. Interdisciplinary strategies melding social studies, science, language arts, and math were discussed as they relate to the seventh grade curriculum

Successful	Unsuccessful
x	

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*pages 17,18 A, B continued*)

Cross-Curricular Action Plan

Explanation of Success/Nonsuccess:

Supervisors and principals attended grade level meetings, common planning time, and after school sessions to discuss strategies to improve instruction. Feedback from these sessions was continuously reviewed to strengthen and modify strategies for improving student achievement. Formal and informal observations of instruction in the key grade levels revealed that Core Curriculum Content Standards and interdisciplinary teaching are being incorporated into daily instruction.

The district will continue to make staff development a priority in 2000-2001, incorporating interdisciplinary teaching whenever possible.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 17 C*)

Cross-Curricular Action Plan

The district continued to provide parent mathematics/science training through the use of the FANS (Families Achieving the New Standards) Program, Family Math/Science and the Building a Presence for Science Project. Family Math/Science teachers provided additional activities for parents at 2 hour evening meetings

Teachers attended Saturday workshops and received “parent packets” for the evening sessions. One teacher from each building served as a “Building A Presence For Science” representative to provide turn-key training on Core Curriculum Content Standards for staff and parents.

Successful	X*
Unsuccessful	

Explanation of Success/Nonsuccess:

*Although these training sessions received positive evaluations and provided valuable instruction on the Core Curriculum Content Standards and materials that can be used at home to reinforce these standards, there is no method of determining to what degree they are incorporated in the home.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 17D*)

Cross-Curricular Action Plan

Principals' Institute

Six full days of institutes were planned and executed for all directors, principals, vice principals and supervisors during the 1999-2000 school year. The main purpose of these institutes was to address the many staff training initiatives being provided to classroom teachers in grades 3, 4, 7 and 8. In this way, all administrative staff could ensure that instruction was properly aligned with the Core Curriculum Content Standards and that active teaching and cooperative learning was integrated into classroom lessons. The Principals' Institute was in addition to Whole School Reform training, specifically for the Success For All schools whose staff expressed a need for training in reading.

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

Principals and vice-principals participated in some of the staff development sessions with the teachers. During these institutes, administrators indicated they observed the strategies and instructional materials introduced during staff in-service being utilized in their buildings.

The Principal's Institutes have given building administrators a forum to share successful programs and have provided a reference point for the monitoring of instruction. The Principals' Institutes received positive evaluations and will continue next year. This feedback provides validation both for the teacher training program offered by the Office of Staff Development (previously noted) as well as the success of these institutes. Administrators are afforded varied opportunities to keep abreast of the training being conducted from both a curricular and instructional perspective. District supervisors assist principals in adopting skills and strategies to meet the needs of individual schools.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 17E*)

Cross-Curricular Action Plan

Bilingual, special education, and general education teachers jointly attended staff development workshops to help recently exited bilingual (Limited English Proficient) and special education students make the transition to general education classes especially in grades 4, 8 and 11 where the students are required to take the ESPA, GEPA and HSPT/HSPA. Strategies and activities were developed to provide teachers and students with tools to facilitate a successful transition to general education classes.

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

Teacher evaluations, lesson plans, and examples of student work were available to assess program effectiveness and to document the activities and strategies implemented during the staff development workshops.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 19 A*)

Math Action Plan

A. Staff was provided with the opportunity to participate in mathematics endorsement courses via the district's program. This program provides elementary certified teachers with the opportunity to improve their knowledge of mathematics. Twenty-two (22) teachers were reimbursed for various courses in mathematics. In addition to the offerings of tuition reimbursement, the district is continuing to explore avenues (incentives, etc.,) to specifically increase the number of mathematics-certified instructors employed by the district.

B. Manipulatives and calculators are an integral part of GEPA mathematics staff development and are included as an integral part of classroom instruction.

C. Emphasis in virtually all mathematics staff development was placed on open-ended questions. Students in both the regular and after-school programs were exposed to a wide variety of open-ended problems, as well as strategies for solving them.

Successful	Unsuccessful
A	
B. Calculators/Manipulatives	
C	

Explanation of Success/Nonsuccess:

A There was a 10% increase in the number of teachers participating in the mathematics endorsement program. Teachers in grades 4 and 8 participated in the program as well as other elementary certified staff.

Though not all teachers complete the 30 credit program to obtain mathematics certification, each math course completed enhances teacher proficiency and delivery of instruction. Since the GEPA scores of students whose teachers were enrolled in the program did increase, it is reasonable to conclude that the knowledge obtained by these teachers was a contributing factor to the success of these students.

Tuition reimbursement continues to be made available to interested candidates. Additionally, the district is actively exploring methods to increase the number of mathematics-certified instructors within the district. This process, which may involve bargaining unit negotiations, remains in a preliminary stage.

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(page 19 A-C continued)*

Math Action Plan

Explanation of Success/Nonsuccess:

B. The observation and monitoring of classroom instruction indicates that the vast majority of students are proficient in the use of calculators. Planning and implementation of staff development for the 2000-2001 school year will focus on increased use of manipulatives to develop and reinforce mathematical concepts. In addition to workshops, classroom observations, grade-level meetings and monitoring of instruction will also focus on the use of these manipulatives.

C. The increase of 7.4percentage points in the number of students passing the mathematics sections of the GEPA indicates success of the districts' emphasis on open-ended problems. Teachers received staff development on both solving and scoring open-ended problems and were provided with numerous opportunities to reinforce these skills, e.g., interim assessment. Students were also encouraged to practice scoring open-ended questions using rubrics. This scoring practice helped students to become more familiar with what was expected and acceptable. Of the 22 schools administering the GEPA, 16 of the schools (73%) showed an increase in GEPA math scores. The emphasis that was placed on solving and scoring open-ended questions appears to have contributed to this success

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 20 A -D*)

Science Action Plan

A. Portfolio Assessment was developed for use in grades K-8 to enable educators to get a clearer picture of student performance. Teachers received in-service on the use of these portfolios

B. Staff development workshops were implemented for teachers in grades 3,4,7 and 8 to address Core Curriculum Standards and N.J. Frameworks (GEPA and ESPA test specifications). Programs provided teachers and students with “hands on” activities that required problem solving skills and critical thinking skills. In addition, science teachers participated in fifty- four 1/2 day sessions to target areas in the Core Curriculum Standards that need improvement, based on an analysis of test scores. Full day workshops were also held to target these areas and to provide activities and strategies to meet student needs. District Math/Science Fairs were also held to encourage and foster problem -solving skills.

C. D. The Buehler Program, Stevens Institute Programs and AT&T Programs have been implemented. Teachers involved in the program received training in relating and developing strategies and activities that are connected to the Core Curriculum Standards. Teachers and test coordinators have also received training in the above programs/projects. Additionally, students and teachers have been involved in the Liberty Science Center Project, the NASA Project and the Mars Millennium Project. The Stevens Educational Technology Program (STEP) program was not implemented as the grant for the college was completed.

Successful	Unsuccessful
A	
B	
C	
D	

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(page 20 A -D continued)*

Science Action Plan

Explanation of Success/Nonsuccess:

- A.** The performance assessment field test provided youngsters with an opportunity to experience “hands on” problem -solving activities. The district is in the process of constructing seven new elementary science labs to engage students in scientific experiments to develop ESPA/GEPA skills. Until all of the labs have been completed, portable labs will be used.
- B.** Science support teachers provided workshops to address specific areas for each school (weakness and strength with regard to clusters, i.e., Life, Earth, Physical). A Summer Science Institute will be available to provide teachers in grades 3-4 and 7-8 with appropriate activities related to ESPA and GEPA based on analysis of the interim and end of year assessments.
- Additional workshops will be held to continue training. Turn-key training was implemented in the schools and strategies and activities were used in daily instruction. Other activities included an environmental program sponsored by Passaic County Recycling Commission and Liberty Science Center. The A.I.M.S. Program (Activities Integrating Math and Science) served to supplement the K-8 Science Curriculum, the Science Resource Guide, and New Jersey Frameworks. Students were also involved in a number of activities designed to focus on study skills necessary to achieve success on ESPA and GEPA, i.e. vocabulary guide and “GEPARDY” and “ESPARDY games.”
- C.** In addition to the above programs, NASA, Liberty Science Center and Passaic County Recycling Commission have provided workshops focusing on activities designed to address the Core Curriculum Standards. These programs have been successful in providing teachers with “hands- on” lessons demonstrating cumulative progress indicators for grades K-8. Six NASA teacher participants were awarded scholarships to attend a 2-week summer session at Oklahoma State University. Paterson teachers were selected from the Stevens Program to participate in a “Technology Day” at Liberty Science Center to demonstrate their project based website.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 21 A-D*)

Social Studies Action Plan

- A.** The supervisor created a matrix of geography skills for grades K-8. This matrix was distributed to all assistant cluster superintendents and principals in September 1999, and distributed and reviewed during all one hundred grade levels meetings during the year. The matrix correlated directly to the standards.
- B.** The supervisor conducted eleven training sessions for teachers of grade 5 and seven training sessions for teachers of grade 6 on pacing the social studies curriculum guide. Training on pacing the seventh grade curriculum guide was conducted at a full day workshop on April 25, 2000. Training on pacing the eighth grade curriculum guide was conducted at a full day workshop on April 28, 2000.
- C.** Fourth grade teachers were trained on the ESPA test specifications during grade level meetings and full day workshops. Twenty-six grade level meetings and 4 full day workshops were held.
- D.** The implementation of the social studies framework was discussed briefly at grade level meetings for teachers of grades seven and eight. Emphasis was directed at strategies and activities supporting test specifications and social studies curriculum.

Successful	Unsuccessful
A	
B	
C	
D	

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(page 21 A-D continued)*

Social Studies Action Plan

Explanation of Success/Nonsuccess:

- A.** Workshop evaluations reveal that teachers find the Skills Matrix very effective in teaching geography. Adjustments in the skill matrix will be made based on results of the ESPA/GEPA when the test is operational. Principals have ordered more maps and globes based on teacher requests.
- B.** Seventh and eighth grade social studies teachers received sufficient training in pacing the curriculum; however, all fifth and sixth grade teachers were not trained due to a lack of staff and time. School administrators reviewed teacher plan books to monitor pacing of lessons.
- C.** Although there was no social studies ESPA this year, teacher performance documented that the bar has been raised for social studies instruction in grade four. This was determined through observations and discussions with teachers at grade level meetings and workshops.
- D.** Time constraints and the lack of human resources in the central office social studies department directly affected complete implementation of the social studies framework. The social studies staff will be expanded in 2000-2001.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*pages 22 A-D*)

Language Arts Action Plan

A. Teachers received on going, intensive training on strategies and activities to implement the Language Arts Literacy Core Curriculum Content Standards. This training was provided to over 600 teachers (all 7th and 8th grade language arts teachers, all 3rd and 4th grade teachers, all librarians, and some 5th and 6th grade teachers) between October 1999 and April 2000. The correlation between and among the Language Arts Curriculum, the CCCS, and the GEPA and ESPA was emphasized.

B. Supplemental materials addressing ESPA and GEPA skills were developed and/or purchased for grades 3, 4, 5, 7, and 8. Materials selected were designed to develop and support all aspects of the writing process. The selected materials also targeted reading comprehension skills including inferential and analyzing/critiquing text questions.

C.. The “MOM AND POP MOBILE” was equipped and utilized to provide access and assistance to parents who are unable to take advantage of the district stationary resource center. A certified teacher, who demonstrated read-aloud techniques, kitchen math ideas, and promotion of family literacy activities, staffed the Mobile Outreach Center. The program was available for two hours each day

Marilyn Morehauser Parent Center sponsored a weekly free book giveaway. Over 5,000 books were distributed. The Parent Center also sponsored in-service training workshops and seminars that included literacy programs in both reading and writing.

The District’s required reading program of 5 novels was continued in grades 6-8 and expanded to include 4 novels in grade 3, and 5 novels in each of grades 4 and 5.

D. Pupil Assistance Committees receive many referrals regarding students with poor reading skills. In order to offer intervention techniques, a consultant was hired to provide alternative strategies to teachers of severely deficient readers in grades 2, 3, and 4. Students were selected based on the results of the Stanford 9 Achievement Test and the TONI (IQ test).

Fifteen teachers from five schools (schools 2, 8, 9, 28, EWK) participated in a 5-day multi-sensory awareness training from August 23-27, 1999 to develop alternative programs for seriously delayed readers. Six follow up sessions were held during the 1999-2000 school year.

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(pages 23 A-D continued)*

Language Arts Action Plan

Successful	Unsuccessful
A	
B	
C	
D	

Explanation of Success/Nonsuccess:

A. Anecdotal reports from school administrative staff, district supervisory staff, and from teachers themselves, as well as direct observation of student work, indicates that instruction is becoming better aligned to the Language Arts Literacy Standards. They also show that training and additional strategies and activities, e.g. teacher and peer conferencing are needed. During the 2000-2001 school year, training will be provided in the areas demonstrated as needing improvement by teacher observations, teacher feedback, lesson plans, student work, and test results.

B. Anecdotal reports from school administrators as well as direct observation of instruction and student work, indicate that supplemental materials are used to reinforce writing skills. Materials are also used to individualize instruction to meet student needs.

C. One hundred percent of the parents surveyed indicated that the “MOM AND POP MOBILE” was helpful to them and that it helped their children in the classroom. The Parent Resource Center reports a 50% increase in participation over last year.

The required program of 5 novels was continued in grades 6-8 and expanded to include 4 novels in grade 3, and 5 novels in each of grades 4 and 5.

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(pages 23 A-D continued)*

Language Arts Action Plan

Explanation of Success/Nonsuccess:

D. Follow-up sessions provided opportunities for teachers to receive feedback on strategies implemented and to discuss and modify multi-sensory methods and activities presented at the initial summer training. Results from pre and-post tests on the Woodcock-Johnson Reading Test reveal an increase in scores for students in grades 2 and 3. Increases in scores ranged from 1 month to 2 years 8 months.

In the 2000-2001 school year, the district will continue to implement a Reading Standards Committee. The superintendent has initiated this endeavor to identify students (entering grades 2 and 6) who are not reading on grade level. Students will have the opportunity to attend a summer school program specifically designed to improve their skills to close this gap.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 24 A-D*)

A. Provide technical assistance and support to Cluster Teams and teaching staff to improve student achievement

A1. Cluster Teams met once every 7 school days to review and make necessary modifications based upon contacts with particular teachers and school administrators. Meetings addressed the following concerns:

- Open-ended questions
- Revising/editing
- Departmentalization
- Mini-assessments
- Weekend and holiday assignments
- After-school and Saturday tutoring
- Use of staff resources for the ESPA and GEPA (computer teachers, librarian, test coordinator, art teacher, etc.)
- Off campus approach in staff development
- Substitute pool
- Urgency in literature and science on the ESPA

A2. At all principals’ meetings, the Core Curriculum Content Standards were addressed to ensure that the district and school education plans were being implemented, especially regarding strategies relating to specific staff members (Professional Improvement Plans). The following points were discussed:

- Use of multiple visual aids to ensure the processing of information (VCR, overhead projector, wipe boards, writing journals. etc.)
- Need to increase the amount of real writing, especially at grades 2, 3, and 4
- Effective use of the Team Teaching Concept (2 teachers in the classroom)
- Use of Peer Coaching (student to student)
- Impact of sustained silent reading
- Use of graphic organizers especially in the area of writing development

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. *(page 24 A-D continued)*

A. Provide technical assistance and support to Cluster Teams and teaching staff to improve student achievement

A3. Superintendents of school operations made consistent and persistent visits to each of the schools, not only to discuss student progress and monitor instruction, (especially open-ended questions, writing prompts and timed reading) but also to provide demonstration lessons in writing, reading, math, and science. The importance of doing quality work in and out of school was stressed to all 8th grade students.

A4. The newly implemented Keystone Data System has computerized student record keeping and provides accurate and immediate access to student attendance. Staff and student attendance was constantly examined and monitored. The district continues to seek out strategies to ensure compliance with the state standards of 90%. Therefore, student attendance is a high district priority.

A5. Assistant superintendents of school operations reviewed scheduling patterns to assist principals in providing “common planning time” for teachers (especially in grades 4 and 8). This strategy is a key to articulation of the New Jersey Core Curriculum Content Standards. as it provides teachers with an opportunity to discuss grade level goals and strategies to meet the designated objectives.

Successful	Unsuccessful
A1	
A2	
A3	
A4	
A5	

Explanation of Success/Nonsuccess:

A1. Cluster meetings have been successful in assisting principals and teachers to monitor the effectiveness of instructional strategies and to align curriculum on an on-going basis.

A2. . Assistant superintendents assistant directors, content supervisors, and resource teachers monitored classroom instruction and worked with principals to improve the delivery of instruction. Teacher PIPs (Professional Improvement Plans) were reviewed to reflect teacher evaluations and to ensure the inclusion of skills necessary to implement the Core Curriculum Content Standards.

A3. Classroom observations ensured that strategies and activities presented during staff development sessions were being implemented into daily instruction and that instruction was aligned to the Core Curriculum Content Standards

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. *(page 24 A-D continued)*

A. Provide technical assistance and support to Cluster Teams and teaching staff to improve student achievement

Explanation of Success/Nonsuccess:

A4. Classroom observations ensured that teachers included open-ended questions, writing prompts, and timed readings in their instruction.

A5. At least one common planning session a week was established in a majority of the schools, creating opportunities for dialog between and among staff members. Direct observation and feedback from principals, assistant directors, content supervisors, and resource teachers revealed that the time was used effectively and efficiently, especially in the areas of writing and math.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction.. (page 25 B1-B4)

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Cross-Curriculum

B1. Silent reading was instituted for every elementary class in the district. The school day was extended 10 minutes to accommodate this first period initiative.

B2. The social studies supervisor did implement bi-weekly writing prompts and timed reading at the secondary level. This assisted in improvement of HSPT writing scores from 62.3% passing in 1998-1999 to 66.5% passing in 1999-2000. However, this strategy was not implemented in social studies at the elementary level.

B3. Grade 8 students were provided with opportunities to assess their responses to mathematics open-ended items and to score other students’ responses. This form of assessment gives the student a clearer understanding of the scoring rubric as well as a means of self-improvement. Furthermore, the interdisciplinary use of skills (math/writing) demonstrates to the student connections between and among domains.

B4. Refer to Section 1

B5. Analysis of GEPA scores was performed to determine areas of strength and weakness on a district, school, and individual student level. Reference to this activity can be found throughout this Annual Report. An analysis of ESPA mathematics and science scores has been completed. Results of the rescaled scores in language arts literacy are being analyzed

Successful	Unsuccessful	Not Implemented
B1		
		B2
B3		
B4		
B5		

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction.. *(page 25 B1-B5 continued)*

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Explanation of Success/Nonsuccess:

Cross-Curriculum

B1. Principals, cluster supervisors and the Whole School Evaluation Teams monitored sustained silent reading. Whole School Evaluation Teams consist of content supervisors and central office personnel who visit the schools assigned to their cluster. Teams evaluate certain facets of a school based on the School Evaluation Checklist

B2. As social studies moves closer to becoming operational on statewide testing, elementary school teachers will receive additional in-service to improve the delivery of instruction. At the present time, social studies topics are included as writing prompts in the area of language arts.

B3. Although the GEPA mathematics scores did not reach the 48% benchmark, the 7.4 % increase in the scores was statistically significant. Emphasis was placed on students’ learning to score open-ended mathematics problems using rubrics. This process assisted students in formatting solutions to open-ended problems.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 26 B1-3*)

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards **Mathematics**

B1, B2, B3. The administration of district-made weekly open-ended and multiple-choice quizzes to grade 8 students was piloted. The pilot program exposed the students to a plethora of open-ended mathematics GEPA problems. Also, daily quizzes, weekly assignments, homework problems and classroom practices provided students with many open-ended mathematics questions. In addition to solving these questions, students were provided with experiences in scoring the items using rubrics. Cluster math supervisors and support teachers scored quizzes and feedback was provided to classroom teachers. Open-ended questions were also infused into weekly math lessons.

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

An analysis of the 1999 mathematics GEPA scores was used to impact instructional decisions at both the school and district levels. Increased time and attention, as well as a variety of instructional strategies, were provided as topics where student performance lagged. Part of the increase in the number of students passing the mathematics section of GEPA can be attributed to the improved ability of students to do open-ended questions. The results of the 2000 mathematics GEPA are being used to provide data driven feedback to better effect instructional decisions. This process is the same as the one used following the 1999 GEPA.

Weekly open-ended and multiple-choice quizzes were beneficial for a number of reasons. Teachers were provided with an assortment of GEPA-like problems. Students were then given the opportunity to solve a variety of problems with GEPA format and content. Analysis of results provided teachers and supervisors with additional insights into student understanding. As the year progressed, student performance on the weekly quizzes improved. The increased emphasis that was placed on open-ended questions has played an integral part in the increase in performance.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 26 B1-B2*)

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Language Arts

As a result of extensive in-service training which emphasized and modeled “active teaching” and “student-centered” instruction, there was a closer alignment of classroom instruction with the CCCS and board-approved curriculum. There was also a greater use of essays, open-ended questions, and portfolios to assess students. In addition, students used scoring rubrics to assess their work and the work of their peers.

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

A. Although the percentage of students passing the language arts literacy section of the GEPA did not improve, anecdotal reports from school administrative staff, district supervisory staff, and from teachers themselves, as well as direct observation of lesson plans and student work, indicate that instruction is becoming better aligned to the Language Arts Literacy Standards. They also show that more and improved use of some additional strategies and activities, e.g., teacher and peer conferencing, literature circles, intervention techniques, need to be employed.

Scores on open-ended and multiple-choice questions are not reported separately; therefore, we cannot document student performance on open-ended questions. However, the increase in the number of “analyzing/critiquing-text” questions on the GEPA reinforces the need to stress these types of activities both in in-service training and classroom instruction.

An analysis of the March 2000 scores reveals that the students did better on the writing tasks than the reading tasks. (The general education student means is 1.8 above the just mean in writing and only .4 above the just mean on the total reading score). Clearly our emphasis on improving writing instruction is paying off. Emphasis for next year will be modified to provide greater focus on reading strategies while maintaining the stress on writing.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 28*)

Cross Curricular Action Plan

A. A Social Studies Curriculum Revision Committee for grades K-6 was created. Implementation of the social studies test will begin in September 2001. The mathematics department is in the process of completing revisions of the K-8 curriculum to enhance the alignment with the NJCCCS and item specifications for ESPA/GEPA. The science and language arts departments have completed curriculum alignment to the CCCS.

B. F. Supplemental materials for areas identified on GEPA and the NJCCCS have been provided to the schools. Student centered lessons, use of manipulatives, and hands-on activities were a primary focus in classroom instruction.

C. D. In an effort to strengthen the alignment of classroom instruction and assessment with the CCCS, the mathematics, science, and language arts departments have established timelines for 7th and 8th grade teachers. Content timelines for social studies were created in grades seven and eight and distributed and discussed during the full day workshops.

E. The emphasis of the Academic Quiz Bowl is based on the CCCS and GEPA specifications in Mathematics, Language Arts, Social Studies and Science. The “jeopardy style” board included the aforementioned categories as well as categories in the Arts, Current Events and Sports. This highly competitive and interactive game acted as a continuum toward successful GEPA achievement.

G. Analysis of ESPA and GEPA scores was performed to determine areas of strength and weakness on a district, school, and individual student level. Reference to this activity can be found throughout this Annual Report.

H. Teachers in grades 3 and 8 are being mentored to improve proficiency in understanding and implementation of the Core Curriculum Content Standards. Mentoring of teachers in other grades dealt with basic management procedures in the classroom.

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. *(page 28 continued)*

Successful	Not Implemented	Unsuccessful
A		
B		
C		
D		
E		
F		
G		
	H	

Explanation of Success/Nonsuccess:

- A.** The social studies committee is expected to have a first draft of the revised curriculums by the fall of 2000. Curriculum alignment to the CCCS has been completed in science, mathematics, and language arts.
- B.** The assistant director of mathematics and the content supervisors of mathematics, language arts, science, and social studies monitored the use of the supplemental materials. Monitoring included anecdotal records from teachers as well as direct observation of classroom instruction.
- C, D.** Timelines have been completed. Monitoring will be ongoing. Timelines will be used to ensure that content is taught uniformly throughout the district.
- E.** The district completed its annual Academic Quiz Bowl.
- F.** The assistant director and the mathematics supervisors monitored classroom instruction to ensure the use of appropriate timelines and to ensure focus on student centered lessons and hands-on activities.

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. *(page 28 continued)*

G. Instructional and assessment strategies were developed and others were modified after test results were received and analyzed. This strategy was a strong contributing factor in the increase of 7.4 percentage points in the mathematics scores from 1999 to 2000.

H. Mentoring in understanding and implementation of the Core Curriculum Content Standards will be extended to teachers in other grades

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*pages 30 A-C*)

Math Action Plan

A, B. Refer to pages 52 and 66

The purpose of the biweekly quizzes was to reinforce previously learned material while new mathematics topics were being taught.

C. Weekend Take-Home GEPA Math Assignments were provided to grade 8 students.

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

C. The take-home math assignments contributed to the district’s improved achievement in GEPA mathematics. As one component of a comprehensive plan to improve student understanding of the CCCS and the GEPA math item specifications, these initiatives proved to be effective.

Weekend assignments provided students with more experience in completing open-ended questions and scoring their responses. Teachers and students were provided with techniques for improving open-ended responses, i.e., 1 to 2 and 2 to 3. This strategy greatly contributed to the significant gains that were made on the GEPA.

GEPA math scores rose from 38.4% passing in 1998-1999 to 45.8 % passing in 2000-2001. This in an increase of 7.4 percentage points. Scores in 16 of the 22 schools increased with increases ranging from 0.5% to 29.0%.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 32*)

Science Action Plan

A. ESPA and GEPA vocabulary lists were updated and implemented as a study guide for 4th and 8th grade students. Open-ended questions were also created and given as a study guide for students. In addition, hands-on activities were developed for Cumulative Performance Indicators (CPIs) to ensure student centered learning.

B. A complete science lab was constructed, staffed, and equipped at School 27. A lab at School 18 is partially completed. New and innovative equipment, manipulatives, and science kits were purchased.

Successful	Unsuccessful
A	
B	

Explanation of Success/Nonsuccess:

A. Classroom teachers expressed satisfaction with the vocabulary lists and open-ended questions. These materials were used to prepare students for success on the ESPA and GEPA.

B. An additional 5 science labs are under construction and will be completed during the 2000-2001 school year. During the interim, portable science labs will be used and staffed by science lab teachers hired in the 1999-2000 school year.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 33 A-D*)

Social Studies Action Plan

A. Staff development for 3rd, 4th, 7th, and 8th grade teachers was conducted for social studies teachers during common prep times and district in-service sessions. Strategies to align instruction to the content and skills of the ESPA and GEPA were the main foci of all meetings. These were all related to ESPA test specifications which were just made public. Nineteen grade level meetings were held for grade 3, twenty-six grade level meetings for grade 4, eleven grade level meetings for grade 7, and eight grade level meetings for grade 8.

In addition to the grade level meetings, staff development was conducted as per the following full day workshops:

- Workshops for grades four (January 20, 21, 31, 2000 April 13, 2000) and eight (April 28, 2000) focused on spatial geography (standard 6.7), populations (standard 6.8) and civics content for ESPA and GEPA.
- The workshop for grade seven (April 24, 2000) focused on pacing the content in the social studies curriculum.

There was no appreciable increase in the use of hands-on activities, interdisciplinary units, or student-centered projects in the elementary grades.

B. Although a list of outstanding teachers was developed, they were not utilized in the role of a model or mentor.

C. There was no appreciable increase in the use of open-ended questions in assessment in grades K-8. Persuasive essays using social studies prompts increased. This strategy assisted in raising GEPA writing scores.

D.A district committee to increase the number of minutes for social studies was created, resulting in increased time for the 2000-2001 school year. Departmentalization for grades 7 and 8 will be instituted.

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. *(page 33 A-D continued)*

Successful	Unsuccessful	Not Implemented
	A	
		B
	C	
D		

Explanation of Success/Nonsuccess:

Lack of social studies staff was a factor in the successful yet partial implementation of certain activities in this section of the “Action Plan” In 2000-2001, a teacher on assignment will be appointed to work with the Supervisor of Social Studies to prepare teachers and students for the social studies component of the statewide testing program.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (page 34)

Language Arts Action Plan

- A. Observation and monitoring of language arts instruction and activities was ongoing by school administrative staff and district supervisory personnel. In addition, formal Whole School Assessment Teams worked with Superintendents of School Operation to observe the implementation of student-centered/engaged instructional practices.
- B. Staff development and grade-level meetings included, and had modeled, a variety of student centered/engaged strategies and practices. The following professional development books encouraging student centered instruction were provided to the teachers as listed below:
 - Every third grade teacher (about 130) was trained on and received Richard Allington’s Effective Schools They Can All Read And Write
 - Every fourth grade teacher (143) was trained on and received Joan Servis’ Celebrating the Fourth
 - A pilot group of 16 fifth grade teachers were trained on and received Nancie Atwell’s In The Middle and Meredith Willis’ Deep Revision
 - Every seventh grade language arts teacher (75) received Nancie Atwell’s In The Middle
 - Every eighth grade language arts teacher (85) and every eighth grade student was trained on and received Ralph Fletcher’s Live Writing. In addition, about 50 of the eighth grade language arts teachers received Meredith Willis’ Deep Revision and a personal introduction to her methods by Ms. Willis. In 2000-2001, all eighth grade language arts teachers will be trained on and receive Nancie Atwell’s In The Middle.

The required reading program of 5 novels was continued in grades 6-8 and expanded to include 4 novels in grade 7 and 5 novels in each of grades 4 and 5.

Successful	Unsuccessful
X	

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. *(page 34 continued)*

Explanation of Success/Nonsuccess:

A. Although Whole School Assessment Evaluations and anecdotal reports from principals, supervisors and teachers demonstrate improvement in a large number of classes, there are still teachers who are revisiting this philosophical shift to child centered instruction and who are newly “on board”. Teachers are still in need of support and practice.

B. The Office of Libraries and Library Media Specialists, in charge of distributing and collecting class sets of books, reports that all 3rd to 8th grade classes were actively engaged in at least four novels. Supervisors observed classroom activities and instructional strategies related to the novels and feedback was given to individual teachers. Follow-up discussion was held at grade level meetings and successful strategies were shared. Anecdotal reports from teachers and students – especially students – also support the success of this activity. Therefore, this program will be continued in 2000-2001. The only modification is the addition of the novels and one anthology to the summer enrichment program for the 500 eighth grade students involved.

ESPA scores in language arts increased from 28.1% in 1999 to 34.9% in 2000. This is an increase of 6.8 percentage points. Although GEPA scores decreased slightly from 66.3% in 1999 to 64.2% in 2000, this program has provided teachers with a structured, sequential framework to improve students’ reading and writing skills,

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 3: Increase instructional time for fourth and eighth grade students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 35-36 A-E)

A. Six hundred and two students participated in the Eighth Grade Summer Enrichment Program for four weeks (July 6, 1999 - July 29, 1999). The instructional emphasis was on literacy, mathematics and science. Interdisciplinary projects/activities were identified and implemented during the course of the program. Students from across the city who were entering eighth grade were eligible to attend. Staff and students felt this experience was beneficial.

Staff development was provided for teachers participating in this summer experience. Supervisory staff conducted workshops and provided coaching opportunities on a weekly basis.

B. The district provided after-school enrichment programs for students in grades 4 and 8. The schedule was as follows:

8th grade – December 99-March 2000

4th grade – February 2000 – April 2000

The curriculum focused on writing tasks, mathematics, and science. Student attendance was approximately 75% of all eligible 8th grade students (approximately 1400 students). Grade 4 attendance was approximately 80% (1500 students)

Staff development was provided for all teachers participating in the After-school Enrichment Program. Language arts, mathematics, and science supervisors provided the majority of the training. Support staff visited each of the programs during the sessions and provided mentoring and coaching support as well as materials for student/staff use.

C. The St. Peter's Project was designed to provide additional support to 8th grade students by having them tutored by college students. St. Peter's provided college students in the afternoons at schools 4, 6, and 11. In addition to tutorial support, students were given the opportunity to visit the college to experience college life.

D. Via a partnership with Passaic County Community College, a Saturday interdisciplinary program dealing with forensics was offered. Students studied techniques used in DNA identification, fingerprinting, and qualitative and quantitative analysis.

One hundred and three 7th and 8th grade students from 17 schools met 6 Saturdays and attended classes in biology lab, chemistry lab, social studies and language arts. Students participated in activities which included analysis of fingerprints and footprints, DNA mapping, dissection of a fetal pig, blood analysis (artificial) and writing and reading of mystery stories and performing dramatic presentations.

Strategy 3: Increase instructional time for fourth and eighth grade students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 35-36 A-E continued)

After completing the coursework, the task of each group was to stage a mystery leaving clues, which were related to their class experiences. Each group was given time to prepare their “sets” and then present to their peers. Following the presentations, the groups attempted to solve the crimes. The program success is reflected in 75% attendance for a Saturday program.

E. The PACCT Program involved parents and students from 3 school districts in the design of a Lunar Colony. In addition to mathematics after school programs, language arts, and science was also included. Saturday sessions were held for students in grade eight.

Successful	Unsuccessful
A	
B	
C	
D	
E	

Explanation of Success/Nonsuccess:

A. As a result of the positive experience in the summer of 1999, coupled with the positive results on the GEPA 2000, the district is providing a similar experience for in-coming eighth grade students in the summer of 2000.

B. As a result of the positive experience in the After school Enrichment Program, coupled with the positive results on the GEPA 2000, the district is providing a similar experience in 2000-2001.

C. One of the most positive aspects of the tutorial program was having students who attended the Paterson Public Schools coming back to the district to work with presently enrolled students

D. Although the program was successful, it will not be continued due to the need of Passaic County Community College to use the computer lab and science labs for their own students

E. Programs were successful in encouraging parents from Paterson to interact with parents from Wyckoff, Plainfield and River Edge.

Strategy 3: Increase instructional time for fourth and eighth grade students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 35-36 A-E continued)

The grade eight summer enrichment program totaled 20 days of instruction at 7 locations. Not all schools were targeted to conduct site-based summer schools. Magnet locations were established and implemented summer schools for their own site and feeder sites at Schools 5, 6, 9, 15, 18, 21, and MLK. (page 100)

GRADE 8 SUMMER ENRICHMENT PROGRAM						
	ATTENDED SUMMER ENRICHMENT PROGRAM			DID NOT ATTEND SUMMER ENRICHMENT PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
LANGUAGE ARTS	527	313	59%	986	563	57%
MATH	532	234	44%	992	397	40%
<i>District Results (General Education)</i>	Successful			Unsuccessful		
	Language Arts	Math		Language Arts	Math	
	X	X				

Total District Passing
Rate Inclusive of
Bilingual and Special
Education

Language Arts 58%
Mathematics 41.7%

The grade eight summer enrichment program totals (# tested, # passing) are inclusive of general, bilingual, and special education students who were in attendance.(see table above)

The following considerations have been noted :

- Districtwide, the passing percentages for the cohort of students who attended the summer enrichment program were 2% higher in language arts and 4% higher in math than for those who did not attend.
- In language arts, the passing percentages for the cohort of students who attended the summer school program (59%) exceeded the total district passing rate (inclusive of bilingual and special education) of 58% by one percentage point.
- In mathematics, the passing percentages for the cohort of students who attended the after school program (44%) exceeded the total district passing rate (inclusive of bilingual and special education) of 41.7%. The impact of the summer school program in mathematics contributed to the district's 7.4 increase in percentage points from 1999 to 2000.

Please Note:

- Enrollment figures for the district's magnet summer schools do not reflect enrollment figures comparable to the site-based grade eight after school programs.
- Magnet summer school programs employed teachers with principal certificates to run the programs. This practice affords staff the opportunity to gain valuable experience as administrators and enhances opportunities for in-district promotions for exemplary staff who have a vested interest and long time commitment to the district.
- Cohorts 1, 2, and 3 schools have the opportunity to include site-based summer school programs in their WSR budgets for implementation during the summer of 2001. It is anticipated that attendance at home school sites will increase attendance and provide greater continuity of instruction.
- The district is in the process of further disaggregating the effects of summer school for (A) those students who did participate in the grade eight summer enrichment program but did not participate in their site-based after school GEPA program (B) those students who participated in both the summer school and GEPA after school program

SUMMER SCHOOL SITE MATRIX							
SITES	School 18	School 21	School 15	School 9	MLK	School 5	School 6
PARTICIPATING SCHOOLS	10	21	15	9	MLK	5	6
	21	26	24	MLK	25	27	26
	18	18	11	25	24	12	21
	12	13	6	20	20	7	13
	26	6	3	3	15	4	10
	NSW	10	13	8	11	3	11
		NSW	NSW	NSW	NSW	2	NSW
						NSW	

Students had the option of attending the location closest to their residences.

Strategy 3: Increase instructional time for fourth and eighth grade students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 35-36 A-E continued)

The program consisted of 29 days of instruction and 5 days of staff training. The analysis below illustrates that the program had an immediate impact on the March 2000 test results. Scores in mathematics districtwide increased by 7.4 percentage points from March 1999 to March 2000 .

GEPA AFTER SCHOOL ENRICHMENT PROGRAM						
	ATTENDED AFTER SCHOOL PROGRAM			DID NOT ATTEND AFTER SCHOOL PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
LANGUAGE ARTS	1053	689	65%	462	212	41%
MATH	1050	500	48%	459	123	27%
<i>District Results (General Education)</i> <i>Language Arts 64.2</i> <i>Math 45.8</i>	Successful			Unsuccessful		
	Language Arts	Math		Language Arts	Math	
	x	x				

Total District Passing
Rate Inclusive of
Bilingual and Special
Education

Language Arts 58%
Mathematics 41.7%

The totals (# tested, # passing) in the GEPA After School Enrichment Program (see table above) are inclusive of the general, bilingual and special education students who were in attendance

The following analysis can be cited:

Districtwide

- The passing percentages for the cohort of students who attended the after school program was 24% higher in language arts and 21% higher in math than for those who did not attend.
- In language arts, the passing percentages for the cohort of students who attended the after school program (65%)exceeded the total district passing rate (inclusive of bilingual and special education) of 58% by 7 percentage points.
- In language arts, the passing percentages for the cohort of students who attended the after school program (65%) also exceeded the district passing rates of each sub group disaggregated: General Education Students (64.2%) Limited English Proficient (9.8%) Special Education (7.4%)
- In mathematics, the passing percentages for the cohort of students who attended the after school program (48%) exceeded the total district passing rate (inclusive of bilingual and special education) of 41.7% by 6.3 percentage points.

- In mathematics, the passing percentages for the cohort of students who attended the after school program (48%) also exceeded the district passing rates of each sub group disaggregated: General Education Students (45.8%) Limited English Proficient (13%) Special Education (8.2%)

Schoolwide

- In both language arts and mathematics, the percent passing for the cohort of students who participated in the after school program at 21 of the 22 schools was higher than the percent passing for the cohort who did not attend at those schools. Therefore, this program had significant impact on the increases in scores from March 1999 to March 2000.
- In language arts literacy, GEPA scores in 8 of the 22 schools (36%) increased from March 1999 to March 2000. Increases in the individual schools ranged from 0.6% to 35.5% . (see page 62)
- In mathematics, GEPA scores in 16 of the 22 schools (73%) increased from March 1999 to March 2000. Increases in the individual schools ranged from 0.5% to 29.0%.(see page 63)
- The cohort of students who attended the program at the Performing Arts Academy exceeded the district general education passing rate by 17.2 % in mathematics and equaled the state standard in language arts. Although the two students who did not attend the Performing Arts Academy after school program both passed the GEPA, the program did contribute to the school's overall success in mathematics

Please Note:

The district is in the process of analyzing the data of the after school program for each school. Individual reports will be shared with the school so that the after school program can be modified to meet student needs.

- Cohorts 1, 2, and 3 schools have the opportunity to include site-based after school programs in their WSR budgets for implementation during the 20001-2002 school year.
- The district is in the process of further disaggregating the effects of the GEPA after school program for (A) those students who did participate in their site-based after school program but did not participate in the grade eight magnet school summer enrichment program and (B) those students who participated in both the after school and summer school grade eight enrichment program.

Strategy 3: Increase instructional time for fourth and eighth grade students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 35-36 A-E continued)

The program consisted of 30 days of instruction and 5 days of staff training. The analysis below illustrates that the program had an impact on the May 2000 test results. Scores in language arts districtwide increased by 6.8 percentage points from May 1999 to May 2000; mathematics scores increased by 9.4 percentage points from May 1999 to May 2000; science scores increased by 7.6 percentage points from May 1999 to May 2000.

ESPA AFTER SCHOOL ENRICHMENT PROGRAM						
	ATTENDED AFTER SCHOOL PROGRAM			DID NOT ATTEND AFTER SCHOOL PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
LANGUAGE ARTS	959	349	36%	1013	251	25%
MATH	958	406	42%	1023	294	29%
SCIENCE	961	640	67%	1020	548	54%
<i>District Results</i>	Successful			Unsuccessful		
	Language Arts	Math	Science	Language Arts	Math	Science
<i>Language Arts 34.9%</i>						
<i>Math 39.1%</i>	x	x	x			
<i>Science 64.6%</i>						

Total District Passing
Rate Inclusive of
Bilingual and Special
Education

Language Arts 30.4%
Mathematics 35.4%
Science 60.0%

The ESPA after school enrichment program totals (# tested, # passing) are inclusive of general, bilingual and special education students who were in attendance

The following analysis can be cited:

Districtwide

- The passing percentages for the cohort of students who attended the after school program were 11% higher in language arts, 13% higher in math, and 13% higher in science than for those who did not attend.
- In language arts, the passing percentages for the cohort of students who attended the after school program (36%) exceeded the total district passing rate (inclusive of bilingual and special education) of 30.4% by 5.6 percentage points.

- In mathematics, the passing percentages for the cohort of students who attended the after school program (42%) exceeded the total district passing rate (inclusive of bilingual and special education) of 35.4% by 6.6 percentage points.
- In mathematics, the passing percentages for the cohort of students who attended the after school program (42%) also exceeded the district passing rates of each sub group disaggregated: General Education Students (39.1%) Limited English Proficient (23.1%) Special Education (16.1%)
- In science, the passing percentages for the cohort of students who attended the after school program (67%) exceeded the total district passing rate (inclusive of bilingual and special education) of 60% by 7 percentage points.
- In science, the passing percentages for the cohort of students who attended the after school program (67%) also exceeded the district passing rates of each sub group disaggregated: General Education Students (64.6%) Limited English Proficient (36.3%) Special Education (45.3%)

Schoolwide

- In language arts, the percent passing for the cohort of students who participated in the after school program at 18 of the 29 (62.1%) schools was higher than the percent passing for the cohort who did not attend at those schools. (In 2 additional schools the percent passing for the cohort who participated in the after school program equaled the percent passing for the cohort who did not attend)
- In mathematics, the percent passing for the cohort of students who participated in the after school program at 23 of the 29 (79.3%) schools was higher than the percent passing for the cohort who did not attend at those schools.
- In science, the percent passing for the cohort of students who participated in the after school program at 22 of the 29 (75.9%) schools was higher than the percent passing for the cohort who did not attend at those schools.

This program had significant impact on the increases in scores from May 1999 to May 2000 as follows:

- In language arts literacy, ESPA scores in 17 of the 29 schools (59%) increased from May 1999 to March 2000. Increases in the individual schools ranged from 2.1% to 38.1% . (see page 59)
- In mathematics, ESPA scores in 21 of the 29 schools (72%) increased from May 1999 to March 2000. Increases in the individual schools ranged from 0.4% to 42.1%.(see page 60)
- In science, ESPA scores in 23 of the 29 schools (79%) increased from May 1999 to March 2000. Increases in the individual schools ranged from 0.7% to 22.7%. (see page 61)

Please Note:

The district is in the process of analyzing the data of the after school program for each school. Individual reports will be shared with the school so that the after school program can be modified to meet student needs.

- Cohorts 1, 2, and 3 schools have the opportunity to include site-based after school programs in their WSR budgets for implementation during the 20001-2002 school year.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 4: Proceed/continue to implement Whole School Reform models adopted by each school in the district in three stages. Cohort I (13 schools) began implementation in the 1998-1999 school year. Cohort II (2 schools) and Cohort IIA (12 schools) will begin implementation in the 1999-2000 school year, and Cohort III will begin implementation in the 2000-2001 school year. (pages 37-38 A-C)

A. The Whole School Reform Department was established and serves as a liaison between the State Department, developer and school community. Guidelines and a decentralization plan were developed and accepted by the State Department of Education in order to ensure a smooth and successful process of Whole School Reform. A District Steering Committee is in place. This committee is a cross section of principals, SMT Chairs, and facilitators, and convenes on a regular basis. There are also District Network Committees that are operational for each WSR model that exists in the district.

B. The Abbott Decision has been disseminated to all administrators, School Management Teams and staff members of the Paterson School system. Staff members have been trained in the Abbott decision by NJEA. Primary focus was on establishing and implementing rules and regulations, and in developing budgets and implementation plans. The Business Administrator in-serviced SMT's on budgeting procedures and the Assistant Superintendent for Human Resources Department conducted personnel training.

- Cohorts 1 and 2 have developed technology plans in conjunction with the District Technology Plan. Cohort 2A and 3 will begin this process in September 2000
- Alignment of Core Curriculum Content Standards is ongoing within the models. Alignment of reading, math, science, and social studies has already been completed with some models
- Class size ratios are being met in Cohort I and Cohort 2 schools. This was made possible by state approved site developed zero based budgets. Cohorts 2A and 3 are effectively using class size reduction teachers (funded by DEPA or Title IV) to attain this goal.
- Continuous contact from the State Department via "Date Savers" and State sponsored workshops ensure Abbott update
- School Management Teams used turnkey trainers at the school level

C. The Whole School Reform Department disseminated and coordinated all communication to facilitators, School Management Teams and District personnel. They also were instrumental in coordinating all staff development training for all Whole School Reform models and any Abbott training

- Cohort 3 schools were provided with exploration sessions as well as visitations to the various models.
- Parents were afforded a variety of opportunities (morning, afternoon and evening training sessions) with regard to the components of WSR and Abbott
- Feedback sheets were collected from the schools on Special Review Improvement Teams and Whole School Reform Department participation with implementation of Whole School Reform

Strategy 4: Proceed/continue to implement Whole School Reform models adopted by each school in the district in three stages. Cohort I (13 schools) began implementation in the 1998-1999 school year. Cohort II (2 schools) and Cohort IIA (12 schools) will began implementation in the 1999-2000 school year, and Cohort III will begin implementation in the 2000-2001 school year. (*pages 37-38 A-C*)

Successful	Unsuccessful
A	
B	
C	

Explanation of Success/Nonsuccess:

<p>A. Cohort 1 and 2 approved State budgets with minimum revisions</p> <ul style="list-style-type: none"> • Roberto Clemente School budget and implementation plan were accepted with no revisions required • School Management Team voting procedure guidelines for Paterson were accepted by State • Whole School Reform Department assigned a point person for each model <p>B. Cohort 1 and 2 schools have approved School Technology plans</p> <ul style="list-style-type: none"> • Class size ratio is being maintained as mandated by the State • Increase in GEPA scores is evidenced in math. Increase in HSPT scores is evidenced in math, reading and writing. • Entire Paterson staff was trained either directly or through turnkey on Abbott Decision in 1999 – 2000. • Presentations at State and Developer workshops by Paterson staff members • Attendance at State Workshops <p>C. Increase in test scores</p> <p>Training / Staff Development was completed for all schools involved in Whole School Reform with ongoing training already planned in the District staff development calendar for 2000 – 2001. A unified calendar for 2000-2001 has been developed in conjunction with the Office of Staff Development.</p> <ul style="list-style-type: none"> • Start-up Grants were completed and approved for Cohort 2A schools • Cohort 3 applications were completed and submitted
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Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 5: Provide long term developmental professional activities to PreK – Grade 2 teachers and instructional assistants
(page 39 A-E)

Long-term developmental activities are key to student progress. As the transition is made from half day kindergarten instruction to full day, and half day instruction for three and four year olds, all staff will require new tools, strategies and expectations for these students as they enter and exit each grade/age level.

A. Professional Development day and Institutes for pre-k, kindergarten teachers and grade 1 teachers were provided. Training in literacy development, phonemic awareness and reading were presented throughout the year.

- Institute for 2nd grade teachers – transitioning Letterland into grade 2 – June 27, 28, 29, 30, 2000
- Workshop on “Art of Teaching Reading” – March, 16 & 25, 2000, May 11, 12, 2000
- Workshop on “Overview of High Scope” – May 17, 24, 31, 2000
- Transitioning from pre-k – k – 1st grade – April 18, May 13, May 20, 2000

B Professional Development for the early childhood center staff was completed to acquire their Child Development Association (CDA) and Child Care Professional certification by the 4C’s agency in Paterson through a partnership under the FACES (Family and Children Education Services) Grant.

C. Professional development activities under the Goals 2000 grant were successfully completed and the Early Childhood amended plan was submitted to the State Department of Education.

- Summer Institutes – July 13, 14, 15, 1999, August 24, 25, 26, 1999
- Kindergarten – 1st Grade Teachers – Transitioning Letterland into Grade 1
- Workshops for Primary Teachers on Implementation of Early Childhood strategies correlated to CCCS

D. Master Teachers did daily visitation of all preschool sites and continuously monitored curriculum and instruction.

E. Master Teachers completed a schedule of professional development activities for pre-k teachers on developmentally appropriate practices and student assessment. Topics covered were State and District expectations, Language Arts/Literacy, Hands on Math, art, Play as an Intervention Strategy, Hands on Science, and NJCCCS. (February 16, June 8, May 18, April 13, March 15, November 17, 1999, December 8, 1999)

Strategy 5: Provide long term developmental professional activities to PreK – Grade 2 teachers and instructional assistants
(page 39 A-E continued)

Successful	Unsuccessful
A	
B	
C	
D	
E	

Explanation of Success/Nonsuccess:

A. The District's emphasis on teacher development and training has proved to be a long needed strategy. The advent of the technological revolution, Whole School Reform, New Jersey Core Curriculum Content Standards and now the Supreme Court Abbott decision for preschool has caused everyone to rethink teaching practices, curriculum and assessment. Teachers need new skills because our students will need newer and better skills for the future. Providing funds for teachers training is critical to our success. The Department of Early Childhood Education will develop a comprehensive professional development plan for its pre-k – k teachers.

B. Although we were successful in implementing a Child Development Association Program through FACES (Family and Children Education Services) the certification will not help teachers remain in the classroom. The Supreme Court ruling in May changed the certification requirements for the head teachers in preschool centers. The teachers must acquire a new P-3 certification by September 2001. Child Development Association (CDA) and Childcare Professional (CCP) certifications will no longer qualify a teacher to teach in the preschool program. We have redirected our efforts to work with universities to get our teachers involved in certification and Bachelor of Arts programs.

C. Our Goals 2000 grant has provided opportunities to train teachers. Anecdotal comments by teachers and workshop evaluations reflect that teachers were lacking direction in balanced literacy to provide a comprehensive language program to young children. The Early Childhood Department has comprehensively addressed these topics and continues to provide follow-up support in observing classroom practices and subsequent in-service opportunities to maintain instructional support.

D. A site evaluation resulted from all the visitations. This site evaluation reviewed five areas, physical environment, social environment, educational environment, relationships and general items. This site report will help us as we continue our daily work with individual centers next year.

E. A large number of professional development activities served to make the pre-k teachers aware of the curriculum expectations. Topics were timely and related directly to daily teaching activities.

B. EVALUATION OF STRATEGIES

B. (2b) TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 41A*)

Cross-Curriculum

The need for creative leadership, focused student achievement goals and pedagogical practices supported by collegial interactions are key to continuous learning. Data has shown that delivery of instructional services aligned to mastery of HSPT skills across departments and disciplines improves student achievement.

During workshops, English, science and social studies teachers were given information regarding the construction of multiple choice and open-ended questions: then they were challenged to find newspaper articles upon which they could base lessons that included all five language arts standards. As the Language Arts Supervisor saw content-based teachers in their respective high schools, she conducted brief interviews to find out whether or not the planned strategy had worked with students.

High school teachers were trained at Eastside High School on September 13, 1999 and October 5, 1999 to score essays holistically. The entire high school social studies staff was trained on holistic scoring on November 2, 1999.

The Science Department has collaborated with the Departments of Math, Social Studies and Language Arts to provide workshops which focused on preparation of open-ended questions and designing interdisciplinary lessons.

Joint training was held by the Mathematics, Language Arts, Science and Social Studies Supervisors to show the interdisciplinary connection with these subjects to the grade 11 HSPT

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 41A continued*)

Cross-Curriculum

Successful	Unsuccessful
x	

Explanation of Success/Nonsuccess:

A series of interdisciplinary workshops were held to prepare “modules” addressing math, social studies, language arts, science and the arts in an effort to implement the Core Curriculum Content Standards.

The following modifications will be made to assist teachers in implementing skills in content areas.

1. The language arts supervisor will create a “framework” containing appropriate examples of primary source documents for social studies, coupled with effective ways for teaching how to read them.
2. The three supervisors (language arts, science, social studies) have worked to earn a grant that will enable us to place a New York Times in the hands of every 10th grader next year, with the intention of that newspaper being used in a different subject area each day. The initiative goes on to include a school-to-home component.
3. The three supervisors have agreed to move toward a “learning log” exercise that will begin in English classes, continue into science and social studies (being supported by English classes), and finally will move out of the English class altogether so that it is a weekly content-based writing exercise that will be student-centered.

The social studies department chairpersons enhanced their roles as instructional leaders and trained teachers to be holistic scorers. They also created time during staff meetings to discuss open-ended questions and essay writing. The impact of staff development was assessed by classroom visitations by the social studies supervisor and daily classroom observations by the department chairperson, and evidence of writing prompts and holistically scored essays in plan books.

Although teachers have been successful in developing lessons using the Core Curriculum Content Standards for their own disciplines, there is a need for more staff development in the area of interdisciplinary thinking/teaching. Modifications have been planned and will be implemented as noted above.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 41 B1*)

Cross-Curriculum

A shared retreat in language arts was presented in conjunction with the Mathematics Supervisor on March 15, 2000. The presentation included strategies for answering open-ended questions and a multiple-intelligence approach to thinking about narrative reading.

A multi-school English department meeting that included representatives from social studies and science was held June 1, 2000. Staff members were instructed in how to read assessment results and plan student instruction and were informed about instituting learning logs next September. Teachers will receive final instruction regarding their roles in implementing the learning logs. Applications teachers will be instructed in the use of assessment results beginning in August 2000.

No retreat for social studies was conducted.

The science department invited teachers to participate in a retreat at Camp Vacamus to develop interdisciplinary lessons. Teacher evaluations indicated this approach was effective and gave them an opportunity to them to design interdisciplinary activities

The Cluster III math supervisor conducted an all day math retreat on March 31, 2000. The participants were shown how to develop an open-ended question, how to respond properly to an open-ended question, and how to score an open-ended question. Two William Paterson University math professors as well as six Paterson math teachers helped to conduct the retreat.

Successful	Unsuccessful
X	

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 4 IB1continued*)

Cross-Curriculum

Explanation of Success/Nonsuccess:

The retreat was a success as evidenced by the 4.2 increase in HSPT writing scores. The retreat, in addition to Saturday classes, modeled the kind of instruction expected in the district. The size of “classes” during the retreat was the one drawback noted, so smaller groups will be structured in the future.

The success quotient for staff development is hard to anchor in data, but, again, the writing scores appear to be moving up. Similar to the informational session June 1, results of the October writing test were shared with staff members who analyzed where student weakness lay in regard to answering the particular prompt that had been given. The communication between central office and the staff seems to be benefiting the students. Teachers are taking greater ownership in the overall process of instructional outcomes (which includes testing); therefore, no modifications will be made in this area next year.

Social studies retreats were not conducted due to lack of staff and funding.

Social Studies retreat will be deleted from the Education Plan for 2000-2001

The chart below indicates that scores on open-ended math questions in each of the high schools have steadily increased since October 1998. Scores district wide have also increased from 8.7% to 13.1%. from October 1998 to April 2000. This is an increase of 4.4% over two years.

Paterson School District Mean Scores on Open-Ended Math Questions					
	October 1998	April 1999	October 1999	April 2000	Increase from 1998 to 2000
Eastside HS	7.6	10.0	11.5	12.2	+4.6
Kennedy HS	8.9	12.4	13.4	13.6	+4.7
Rosa Parks HS	12.0	15.0	16.0	19.8	+7.8
District	8.7	11.3	12.8	13.1	+4.4

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 41B2*)

Cross-Curriculum

Social studies and science staff attended reading and writing workshops conducted by the language arts supervisor. District in-service half-day sessions were building-based for most of the year. Central office supervisors conducted half-day sessions the first and last of the seven half-days. The full day workshops were devoted to specific content areas, not interdisciplinary planning.

During workshops relating to mathematics, teachers were shown how data can be used to drive instruction and how to modify their teaching techniques to meet student needs. Actual data from the October HSPT math results and interim assessments was utilized.

The Cluster III math supervisor aired a TV show three times a week. “Math Made Easy” focused on open-ended questions taken from each of the five clusters, i.e., numerical operations, measurement and geometry, algebra, patterns and functions, and data analysis. The TV show gave teachers, parents, and students, the opportunity to record it and use it over again to build math skills.

Successful	Unsuccessful
x	

Explanation of Success/Nonsuccess:

Teachers implemented strategies and activities focusing on reading and writing techniques more frequently. This interdisciplinary initiative contributed to the increase in HSPT reading, writing, and math scores.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 41C1*)

Cross-Curriculum

Science, social studies and language arts teachers from the various schools met for in-servicing in January 2000. The importance of student-centered instruction as a cornerstone of meeting the Core Curriculum Content Standards was addressed with teachers being challenged to locate articles and plan interdisciplinary lessons with a hands-on approach.

Successful	Unsuccessful
x	

Explanation of Success/Nonsuccess:

The program was successful in providing an orientation to a student centered learning and interdisciplinary approach to teaching. . Additional workshops will be offered to assist staff in modifying teaching styles to incorporate skills and strategies presented at the in-service training.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 41D*)

Cross-Curriculum

Saturday program reading instruction focused on interdisciplinary themes, from health and driver's education to history and legal ethics. Six weeks of instructional plans for two levels of readers (a total of 12 lessons) were developed. Social studies and language arts teachers met weekly in the academy format to plan interdisciplinary lessons. Assessment of open-ended math responses with immediate feedback was essential to measure student growth and to improve performance on the HSPT

Paterson School District Mean Scores on Open-Ended Math Questions					
	October 1998	April 1999	October 1999	April 2000	Gain from OCTOBER 1998- April 2000
EHS	7.6	10.0	11.5	12.2	+4.6
JFK	8.9	12.4	13.4	13.6	+4.7
RPHS	12.0	15.0	16.0	19.8	+7.8
District	8.7	11.3	12.8	13.1	+4.4

Successful	Unsuccessful
x	

The interdisciplinary reading approach to open-ended questions was clearly successful as evidenced by the 4.2 percentage point increase in writing scores on the April HSPT. Writing across the curriculum will again be emphasized in the 2000-2001 school year.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 42*)

Mathematics

- The Cluster III mathematics supervisor provided training on 1/28, 2/2, 2/3, and 2/4/00 on interpreting test results (data) to develop competency in determining areas of student strengths and weaknesses. Teachers were assisted in developing activities to meet student needs.
- Training was held for all math teachers on how to create open-ended questions. The math strategy was to devote 80% of instruction on having students master the solving open-ended questions. Teachers were shown how to write and score open-ended questions and to teach students how to answer them. Teachers then turn-keyed what they learned in the workshops to their students i.e., how to write open-ended questions, how to score open-ended questions, and how to answer open-ended questions.
- The math chairs were instructed to work with their teachers on completing the Professional Improvement Plans (PIPs) focusing on instruction and improvement of student achievement.
- Extensive In-Services were conducted on June 2nd, August 16th, and August 17th to prepare Application III math teachers to teach a prescriptive 28-day curriculum in the extended year program. In the 28 days prior to the October 1999 administration of the HSPT, the mathematics supervisor planned all lessons and all Application III math teachers taught the same lesson on the same day. All lessons focused on specific open-ended questions to start that day's instruction. As a result, juniors started to discuss the day's lesson with each other.
- The math staff was targeted this year for attendance at conferences to enhance the implementation of Core Curriculum Content standards in daily instruction. Conference attendees were required to turnkey what they learned to their fellow math teachers. Non-math related conferences were not approved this year.
- Math lessons were taught by the math supervisor on an on- going basis. Subsequently, the math supervisor observed all math teachers incorporating the desired math strategies into their daily lessons.
- In order to reach a greater audience, the Cluster III math supervisor taped a weekly television show where he taught HSPT/GEPA math strategies (the show aired 3 times a day per week) on Paterson's cable TV channel 72.

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*pages 42 continued*)

Mathematics

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

- Rosa Parks High School had 100% of their juniors and 100% of their R-10's pass the math section of HSPT11,
- John F. Kennedy High School had 81.1% of their juniors pass the math section of the HSPT11,
- Silk City Academy had 69.2% of their juniors pass the math section of the HSPT11,
- Eastside High School had 62.1% of their juniors pass the math section of the HSPT11, and
- The District had 74.5% of all juniors pass the math section of the HSPT11.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 43*)

Language Arts

Extensive in servicing of those teachers who were selected to teach the extended year program for juniors took place on August 16 and 17 as planned. Groups were broken into reading and writing, and strategies for teaching the detailed curriculum were presented. Later, selected language arts teachers received up to four full days of training in the following areas: use of rubrics, writing process, how to devise good writing prompts/open-ended questions, helping students write better-developed open-ended responses, text types, active vs. passive instruction, and hands-on language arts activities. Sustained silent reading (SSR) became a topic for the high schools, and “round robin” reading was banned in favor of reading selected passages aloud prior to analyzing them.

Teachers are reimbursed for higher education courses as per Paterson Education Association contract.

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

At the conclusion of each in-service session, teachers wrote evaluations of what they had learned during the day. Many of the evaluations commented on the usefulness of the material they had been given. The curriculum that was distributed and used for the extended year program provided a springboard into refined instructional practices. As a result of ALL of the staff development, both the reading (+1.3) and writing (+4.2) scores increased. One factor that affected the effectiveness of the program was that the supervisor’s role changed hands midstream during the school year. Therefore, planned modifications for improving staff development include analyzing April’s HSPT scores for weaknesses, using a district-developed assessment for guided instruction of 10th and 11th graders, and adding the use of technology to classroom teachers’ repertoire for assessing and improving students’ reading and writing scores.

In general, teachers commented that what they experienced, particularly in the area of kinesthetic learning, could be implemented in their classes. Many teachers took copies of the program and reported back to the supervisor that students worked through such lessons with enthusiasm and confidence.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 2: Continue partnerships with area colleges and universities to offer students more opportunities to improve their skills in order to pass the HSPT (page 45 A-C)

A. The Montclair State University partnership featured prospective math teachers fulfilling the Montclair State University field experience requirements by coming to Paterson to tutor juniors on math HSPT skills. The Application Math III staff was targeted this year. Montclair State University Partnership was very successful last year but this year Montclair State University was not able to enlist volunteers.

B. The William Paterson College partnership was expanded this year. Once a week the same 20 selected students from Eastside High School were bussed to William Paterson University where professors took turns teaching an HSPT math lesson provided by the math supervisor. The philosophy behind this partnership was that if students were removed from their regular setting they would learn better.

C Professors at Passaic County Community College volunteer their time to tutor all juniors on reading, math, and writing HSPT skills. This partnership is ongoing each year and is available Monday to Friday from 3:00PM to 8:00PM and on Saturdays from 9:00AM to 12 Noon. Although students did not take advantage of Passaic County Community College tutoring, it enabled the math supervisor to advertise additional locations to make tutoring locations convenient for both parents and students.

The science department developed a collaborative partnership with Ramapo College and the STEM Academy. An additional partnership was developed with the University of Medicine and Dentistry of New Jersey (UMDNJ) and HARP Academy.

Explanation of Success/Nonsuccess:

A. Montclair State University will be contacted to recruit student tutors for the 2000-2001 school year.

B. Fifty-seven percent of the students who participated in the William Paterson University tutoring program passed the writing section of the HSPT while 55.7percent passed the math section.. William Paterson University also sponsored two student retreats. Those students with a 223 or higher math score on the October HSPT achieved a higher score on the April HSPT. Next year district staff will work closely with William Paterson University to develop instructional strategies to improve reading scores.

C. Students simply did not take advantage of the free tutoring offered at PCCC. Next year, the program will be better advertised in hopes of drawing student interest.

Students in the HARP Academy who participated in the UMDNJ program exceeded the district passing rate in reading, writing and math. Scores in writing and math exceeded the state standard of 85%.

Strategy 2: Continue partnerships with area colleges and universities to offer students more opportunities to improve their skills in order to pass the HSPT (*page 45 A-C continued*)

Explanation of Success/Nonsuccess:

PARTNERSHIP PROGRAMS							
	Successful			Unsuccessful			Not Implemented
	Reading	Writing	Math	Reading	Writing	Math	
William Paterson University		57.0%	55.7%	34.2%			
Montclair State University							X
Passaic County Community College							X

HARP ACADEMY/UMDNJ						
	ATTENDED UMDNJ PROGRAM			DID NOT ATTEND UMDNJ PROGRAM		
	% Passing			% Passing		
HARP Academy Reading	70%			44%		
HARP Academy Writing	100%			61%		
HARP Academy Math	89%			67%		
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
	X	X	X			

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *page 46)*

A. Provide technical assistance and support to High School Administrative Teams and Teaching Staff to improve student achievement.

Cross Curriculum

Department Chairpersons participated in ongoing professional development sessions geared to improving test taking skills and improving student achievement. These sessions were presented by subject supervisors in: language arts, mathematics, science and social studies. As a result of their participation and follow-up sessions with the teachers under their purview of responsibility, an increase in student writing occurred. Oversight of Professional Improvement Plans also ensured a better alignment of classroom instruction to the Core Curriculum Content Standards. The district high school coordinator regularly met with high school principals and subject supervisors to monitor the implementation of mathematics, reading and writing strategies. Department chairpersons met regularly with subject specific personnel within individual departments and also participated in interdisciplinary departmental meetings. Newly appointed principals at Eastside High School and John F. Kennedy High School participated in several meetings with the state district superintendent and the district high school coordinator to review district and building level expectations and goals. The newly hired supervisor of literacy for reading and writing became an active participant in the teaching process. Under her leadership, high school English teachers refocused instruction and began producing more active student centered instruction.

Successful	X
Unsuccessful	

Explanation of Success/Nonsuccess:

As a result of the implementation of new strategies, active monitoring by the high school supervisor of literacy for reading and writing, and a greater emphasis on writing and reading activities in the classroom, Paterson experienced an increase in the high school HSPT reading and writing scores for this year.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 47)*

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Cross Curriculum

Supervisors’ observations of classrooms where teachers had been trained in the use of open-ended questions indicated that teachers were making some use of this technique. The increase in writing scores confirms that progress is being made. Next year, nature of writing exercises that teachers will be expected to use will be expanded. Teachers will be in-serviced on the effective use of these exercises.

Science and social studies teachers assigned reading selections and bi-weekly writing prompts throughout the year.

HSPT analyses were used to provide math teachers with the October data to help drive instruction for the remaining days prior to the April HSPT. The instructional focus, as stated previously, was to concentrate on open-ended response type questions. All math teachers were constantly reminded to use the strategies shown to them at workshops. These strategies featured teaching skills aligned to the CCCS with a specific emphasis on “active teaching” and student involvement. Teachers and students were taught how to write, how to score and to solve open-ended response type questions.

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

A greater emphasis on reading and writing across the curriculum is evident in lesson plans and assessment. biweekly reading and writing activities contributed to the rise in writing scores on the HSPT.

The math strategies worked. The HSPT test results ranged from a low of 62% of the juniors passing at Eastside High School to a high of 100% of the juniors passing at Rosa Parks High School. A closer look at the attendance showed that students with better attendance did better. Students with 15 days or less absent days from school and in comparable math classes i.e., General math, Foundation of Algebra, Algebra, Geometry, Algebra II or Modern Trigonometry did just as well at any of the five high schools. Thus, Eastside High School, which had the lowest percent of their juniors passing the HSPT, must focus on improving their students’ attendance in order to improve student achievement.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *page 48)*

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Mathematics

- The math supervisor utilized the GEPA test and sample answer responses to reinforce the open-ended math strategy presented to staff. (i.e., He was able to show his staff and all juniors, with actual examples, as to what constituted a 3, 2, 1, or 0 on non-secure GEPA open-ended questions.)
- Assessment of open-ended responses with immediate feedback was essential to measure student growth and to improve performance on the HSPT. Students received immediate feedback on their open-ended math responses. Students were taught how to write open-ended math questions and how to score open-ended math questions. The strategy helped students know what to look for when scoring an open-ended response type question, to increase the likelihood that he/she puts down all pertinent data when answering his/her open-ended question.
- The math supervisor was able to purchase more TI 83's, however additional calculators need to be purchased to reach the goal of all incoming freshman receiving a TI 83.
- The River Deep software was not a factor in helping raise Paterson's HSPT math scores due to hardware problems at each school. These problems have been corrected, and this software will be utilized to increase math scores.
- The math supervisor and math chairs utilize HSPT/HSPA software to reinforce skills. This year additional HSPT/HSPA was installed on the school's computers.
- The district's math open-ended and multiple-choice quizzes again proved to be very effective. All data was used to drive the math instruction.

Successful	X
Unsuccessful	

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *page 48*)

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards Mathematics

Explanation of Success/Nonsuccess:

As previously stated and shown in charts, all three high schools showed an increase in the number of students passing the math section of the HSPT.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 49*)

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Language Arts

The most significant accomplishment in this area is the institution of a writing portfolio system and the establishment of the record-keeping system that will be used with portfolios. Journal writing has also become an established practice that will shift from the use of learning logs, which will be handled in an interdisciplinary manner, to personal and observational journals down the line. Writing prompts were also made available to teachers and students for consistent practice. Some “new” practices instituted by the current supervisor include text-based vocabulary study; brief journal writing inside of lessons to strengthen metacognition; sentence combining as BOTH a reading and writing strategy; student scoring (both self and peer) of both open-ended questions and essays using the appropriate rubrics; mapping as a narrative reading strategy; dictation as a means of strengthening editing skills; consistent use of peer critiquing.

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

Portfolios and journal writing clearly helped the district achieve an increase in the writing scores in the April administration of the HSPT. Many of the strategies listed above as “new” were implemented through the Saturday program, for which a highly detailed set of lessons was prepared. Their effectiveness was analyzed during weekly visits to the program during which time, the Supervisor sat in on classes, as a student, observing both the actions of teachers and students. This enabled her to assess where teacher weaknesses occurred and how to address them in upcoming staff development sessions.

It became clear that modifications to the curriculum were needed. Future curricula will stress a graduated movement toward where students should be as many students were overwhelmed with the amount that was expected of them, particularly in the area of reading. The most serious obstacle to success might have been the transition from one supervisor to another mid-year, but staff and students alike seemed to “get onboard.” We intend to build on our moderate success by tackling those problems identified both through HSPT scores and continued observation.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 50)*

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards **Social Studies**

Department chairpersons conducted many staff meetings at the high schools to address essay writing, open-ended questions, and reports. Registered holistic scorers were not appointed at the high schools because the department chairpersons trained the teachers.

Reading samples and writing prompts were assigned as per the Education Plan. Writing prompts were assigned on a bi-weekly basis and reading samples were assigned on a weekly basis.

A committee of teachers was organized to create a final exam in the three mandatory courses. The exams were written and all teachers utilized the district exams.

High school students attended and competed in many challenging contests and lectures. Students who participated in those events passed the literacy and math HSPT.

DEPARTMENT OF SOCIAL STUDIES/CONTEST PARTICIPATION

Contest	Number of Juniors or Seniors Competing	Number Passing the HSPT
National History Day	36	36
Academic Decathlon	9	9
Lincoln Douglas Debates	1	1

Two hundred students attended the Jefferson Lecture Series at William Paterson University

One hundred students attended Law Day at the Passaic County Court House

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 50)*

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Social Studies

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

District exams and reading and writing in the content areas are two methods used to assess and improve instruction in the classroom. The emphasis on reading and writing and follow-up classroom monitoring contributed to the rise in HSPT scores. Reading scores increased 1.3% over last year, while writing scores increased 4.2%.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 50)*

Science

- A.** The science department has continued to explore programs and projects offered by colleges and other institutions that include:
- Passaic County College-NASA Space Grant Award, for a soon to be created Space Academy
 - Cook College – for a continuation of a partnership for an agribiotechnology program for E.A.R.T.H. Academy
 - St. Joseph’s Hospital, Kessler Institute and University of Medicine and Dentistry of New Jersey for HARP Academy
 - Ramapo College for “ROOTS” and “STEM” program at Kennedy High School
 - Liberty Science Center partnership that provides passes for all Paterson students and families
- B.** Mentoring of classroom instruction and demonstration lessons were on-going to ensure that “student-centered” learning was being implemented in the classroom
- C.** The “ROOTS-STEM” program served as a model for the NASA PANTHER grant.
- D.** Math/science fairs were held at all schools. The academic “Quiz Bowl” was not held, however; the Mars Millennium Project was implemented in its place. Students in the Mars Millennium Project work together to design a Lunar Colony. Winning projects are put on a chip and sent to Mars.
- E.** Weekly reading/writing assignments were implemented in science classes

Successful	Not Implemented	Unsuccessful
A		
B		
C		
D. Mars Millenium Project	D. Science Academic Quiz Bowl	
E		

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *Page 50 continued)*

Science

Explanation of Success/Nonsuccess:

- A.** The partnership program between colleges and other institutions has been successful as evidenced by student evaluation of programs. In addition, an increase in the student enrollment in the academies indicates an increase in student interest.
- B.** Teacher evaluations and observations documented that “active teaching” and “student-centered” activities took place in the classroom.
- C.** Student evaluations of the “STEM/ROOTS” program indicates growth in both cognitive and affective skills
- D.** Math/science fair projects indicated high interest in problem solving activities.
- E.** Weekly reading/writing activities in science were reviewed by teachers and students. This initiative contributed to the rise in test scores.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 4: Strengthen the district before/after school and Saturday programs. Emphasize “active teaching” and “student centered” instruction. (Page 52 A-C)

Saturday programs from 9 A. M. to 12 Noon (January 29-April 1) were provided for students who did not pass the October 1999 administration of the HSPT. Content supervisors prepared materials and conducted on-site monitoring of the delivery of instruction. In addition, supervisors worked with teachers during the week for preparation and follow-up

Explanation of Success/Nonsuccess:

The Saturday program was designed to target students who had not passed the October administration of the HSPT and students who took the test for the first time. The charts below reflect student scores on the April 2000 administration of the HSPT.

The district feels strongly that this program does not yield the impact for which it is intended. ***The district will take a critical look at the program’s design, goals, curriculum, and implementation. Modifications will be made to increase the effectiveness of the program.***

Strategy 4: Strengthen the district before/after school and Saturday programs. Emphasize “active teaching” and “student centered” instruction. (Page 52 A-C continued)

- Scores of students who attended the program were slightly higher than the district’s April 2000 results in math.
- Districtwide, in reading and math, the passing percentages for the cohort of students who attended the program were higher than for those who did not attend

EFFECTIVENESS OF SATURDAY PROGRAM DISTRICT RESULTS							
	ATTENDED SATURDAY PROGRAM			DID NOT ATTEND SATURDAY PROGRAM			TOTAL DISTRICT APRIL RESULTS
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	% Passing
DISTRICT READING	172	46	27%	134	33	25%	26.5%
DISTRICT WRITING	145	50	34%	113	44	39%	36.8%
DISTRICT MATH	130	60	46%	90	31	34%	42.5%
	Successful			Unsuccessful			
	Reading	Writing	Math	Reading	Writing	Math	
District Saturday Program	X		X		X		

Strategy 4: Strengthen the district before/after school and Saturday programs. Emphasize “active teaching” and “student centered” instruction. *(Page 52 A-C continued)*

At Kennedy High School, in math, the passing percentages for the cohort of students who attended the program were higher (9%) than for those who did not attend. The District Coordinator of High Schools will review the effect of the Saturday program curriculum for reading and writing with the content supervisor, department chairpersons, and high school principal and make appropriate modifications.

EFFECTIVENESS OF SATURDAY PROGRAM KENNEDY HIGH SCHOOL RESULTS						
	ATTENDED SATURDAY PROGRAM			DID NOT ATTEND SATURDAY PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Reading	82	19	23%	56	16	29%
Writing	65	25	38%	51	22	43%
Math	55	31	56%	32	15	47%
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
			X	X	X	

At Eastside High School, in reading and in math the passing percentages for the cohort of students who attended the program were higher (6% and 8%) than those who did not attend. The District Coordinator of High Schools will review the effect of the Saturday program curriculum for writing with the content supervisor, department chairpersons, and high school principal and make appropriate modifications.

EFFECTIVENESS OF SATURDAY PROGRAM EASTSIDE HIGH SCHOOL RESULTS						
	ATTENDED SATURDAY PROGRAM			DID NOT ATTEND SATURDAY PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Reading	79	18	23%	70	12	17%
Writing	71	18	25%	57	19	33%
Math	69	23	33%	51	13	25%
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
	X		X		X	

Strategy 4: Strengthen the district before/after school and Saturday programs. Emphasize “active teaching” and “student centered” instruction. (Page 52 A-C continued)

At Rosa Parks High School, students who attended the program exceeded the State’s standard in math. The program did contribute to the school’s overall success in reading and writing.

EFFECTIVENESS OF SATURDAY PROGRAM ROSA PARKS HIGH SCHOOL RESULTS						
	ATTENDED SATURDAY PROGRAM			DID NOT ATTEND SATURDAY PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Reading	11	9	82%	1	1	100.0%
Writing	9	7	78%	0	0	0.0%
Math	6	6	100%	0	0	0.0%
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
	x	x	x			

Strategy 4 page 52 A (continued)

The district also investigated the impact of attendance on the Saturday program..

EFFECT OF ATTENDANCE ON SATURDAY PROGRAM							
		Reading		Math		Writing	
		Pass	Fail	Pass	Fail	Pass	Fail
5 to 7 days (75% attendance)	Count	31	66	55	40	42	54
	Row %	32.0%	68.0%	57.9%	42.1%	43.8%	56.3%
2 days or less (25% attendance)	Count	43	169	97	88	47	155
	Row %	20.3%	79.7%	52.4%	47.6%	23.3%	76.7%

READING

- **32%** of those students that attended 75% or more days, passed the Reading section.
- **20.3%** of those students that attended 25% or less days, passed the Reading section.
- The passing percentage increased by **11.7%** for the cohort of students who attended the program a minimum of 75% or more days.

MATH

- **57.9%** of those students that attended 75% or more days, passed the Math section.
- **52.4%** of those students that attended 25% or less days, passed the Math section.
- The passing percentage increased by **5.5%** for the cohort of students who attended the program a minimum of 75% or more days.

WRITING

- **43.8%** of those students that attended 75% or more days, passed the Writing section.
- **23.3%** of those students that attended 25% or less days, passed the Writing section.
- The passing percentage increased by **20.5%** for the cohort of students who attended the program a minimum of 75% or more days.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 5: Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (*page 54*)

The 1999/00 school year was extended for 10 school days. All juniors began school on August 18, 1999. This was followed with a prescriptive 18 day plan which when combined with the extended year curriculum became known as the “28 day curriculum”. The extended year program focused on delivering HSPT related experiences to assist students in increasing their October 1999 test scores. Use of writing prompts, open-ended items/essays, and timed reading selections via interdisciplinary materials was the focus of the curriculum. The “regular” school year beginning September 7, 1999 will provide 18 days to continue these strategies prior to the administration of the October 1999 HSPT. This newly instituted 28 Day Curriculum will serve as the District’s “Big Push” from August 16, 1999 through the October HSPT testing period to support achievement initiatives.

Explanation of Success/Nonsuccess:

The Ten Day Summer Program had an immediate impact on the October 1999 testing results. The following analysis can be cited:

- *In each of the areas tested the passing percentages for the cohort of students who attended the program were higher than for those who did not attend*

EFFECTIVENESS OF 10 DAY SUMMER PROGRAM						
DISTRICT RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
DISTRICT READING	359	145	40%	93	33	35%
DISTRICT WRITING	358	181	51%	88	41	47%
DISTRICT MATH	361	223	62%	89	37	42%
	Successful			Unsuccessful		
	X	x	X			

Strategy 5: Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (*page 54continued*)

HSPT RESULTS BY SCHOOL - FALL TO FALL COMPARISONS									
SCHOOL	READING			WRITING			MATH		
	'98	'99	+/-	'98	'99	+/-	'98	'99	+/-
Eastside	28.1	30.0	+1.9	45.8	41.3	-4.5	37.9	44.2	+6.3
Kennedy	35.2	35.8	+0.6	59.4	47.1	-12.3	48.2	64.4	+16.2
Rosa Parks	71.4	79.3	+7.9	91.9	84.5	-7.4	82.5	87.9	+5.4
Silk City		40.0			80.0			40.0	
District Total	36.1	38.5	+2.4	56.9	49.8	-7.1	47.4	57.5	+10.1

- *At each comprehensive high school there were significant increases in the math scores from October 1998 to October 1999*
- *At each comprehensive high school there were increases in the reading scores from October 1998 to October 1999*
- *The total district math scores increased by 10.1 percentage points from October 98 to October 99.*
- *The total district reading scores increased by 2.4 percentage points from October 98 to October 99.*

At Kennedy High School, in each of the areas tested the passing percentages for the cohort of students who attended the program were higher than for those who did not attend (reading +19%, writing +15%, math +18%)

EFFECTIVENESS OF 10 DAY SUMMER PROGRAM KENNEDY HIGH SCHOOL RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Reading	149	59	40%	28	6	21%
Writing	149	75	50%	26	9	35%
Math	149	101	68%	26	13	50%
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
	x	x	x			

Strategy 5: Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (page 54continued)

At Eastside High School, in math, the passing percentage for the cohort of students who attended the program was higher (11%) than for those who did not attend. The District Coordinator of High Schools will review the effect of the 10-day curriculum for reading and writing with the content supervisor, department chairpersons, and high school principal and make appropriate modifications.

EFFECTIVENESS OF 10- DAY PROGRAM EASTSIDE HIGH SCHOOL RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Reading	158	46	29%	48	16	33%
Writing	157	62	39%	45	19	42%
Math	160	77	48%	46	17	37%
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
			x	x	x	

At Rosa Parks High School, students who attended the program exceeded the State's standard in both writing and math (85%, 87%). Although the scores of the students who did not attend the program also exceeded the State's standard, the program did contribute to the school's overall success in all areas.

EFFECTIVENESS OF 10-DAY PROGRAM ROSA PARKS HIGH SCHOOL RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Reading	52	40	77%	5	5	100%
Writing	52	44	85%	5	4	80%
Math	52	45	87%	5	5	100%
	Successful			Unsuccessful		
	Reading	Writing	Math	Reading	Writing	Math
	x	x	x			

Strategy 5: Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (page 54continued)

The district additionally examined the impact of the program on those students who passed. When viewing each band independently, (450-500, 400-449, 350-399, 300-349) there is a greater percentage of students in each passing band for the cohort of students that attended the program versus the cohort that did not attend.

Reading	Range	Attended	Not Attended	Mathematics	Range	Attended	Not Attended	Writing	Range	Attended	Not Attended
	450-500	1.50%	0.40%		450-500	3.50%	0.50%		450-500	0.00%	0.00%
	400-449	6.80%	3.00%		400-449	14.90%	1.90%		400-449	1.90%	0.60%
	350-399	24.80%	6.00%		350-399	30.00%	7.30%		350-399	24.90%	3.20%
	300-349	48.10%	9.40%		300-349	33.80%	8.10%		300-349	53.00%	16.40%
Comparison of students passing the reading section based on attending the 10 day program		81.20%	18.80%	Comparison of students passing the mathematics section based on attending the 10 day program		82.00%	18.00%	Comparison of students passing the writing section based on attending the 10 day program		79.60%	20.40%

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 6: Strengthen the 9th grade high school course of study (*page 55*)

The 9th grade Application of Math classes and the 9th grade Application of Language Arts classes were eliminated effective 9/1/99 based on a study comparing a pilot group of 60 students with a control group of 60 students. In their place students took science and social studies classes. HSPA skills and testing strategies (that integrated content with skills)were taught through those core content courses.

The world history content outline was aligned to the mandates of the social studies HSPA. The curriculum begins with the Renaissance period and ends in the modern era. Teachers developed pacing charts to ensure that the curriculum content is met.

Successful	Unsuccessful
x	

Explanation of Success/Nonsuccess:

The district did not use the same instrument of assessment and as such to compare the two tests would be very misleading. Although, the 9th and 10th grade students were not required to take a remedial math and/or language arts course, they did not do as well on the in-house 9th / 10th grade assessment administered April 2000 as expected.

The 9th grade curriculum was strengthened through the addition of science and social studies. Both teacher and student expectations were higher as documented through observations by department heads and supervisors. The district, may have to re-evaluate this curriculum move. The use of the interdisciplinary approach, in lieu of remedial math and language arts, to achieve success on standardized assessment tests based on this year's results will be revisited. Note: The pilot group vs. the control group did very well last year; however, the 9th grade results were not good this year.

Teachers know the revamped curriculum guide for world history. It is correlated perfectly to the social studies HSPA. The success of the strategy will be measured in district final exams and in the HSPA itself.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 7: Develop and implement Alternative Education Programs/Small Learning Communities (*page 56*)

The Innovative Academies currently include the following high school programs:

- **Silk City Academy:** One of Paterson Public Schools' largest academies, Silk City is a self-contained, off-site academy housed within its own building in the downtown area. Although it offers many varied programs, some of note include A+ certification for Computer Service Technicians; coursework in desktop publishing and graphic design; Communications technologies and other programs offered throughout Paterson at its other academies. (see below.)
- The Metro Paterson Academy for Communications and Technology (**MPACT**) is a college-preparatory program in technological design and entrepreneurship. The academy is affiliated with MIT (Massachusetts Institute of Technology)
- **BTA – Business Technology Academy** is an innovative academy that addresses the needs of students seeking careers in business management and administrative services. The academy also highlights career skills of marketing, operations, and business services distribution facets.
- **HARP – Health and Related Professions Academy.** This special innovative academy introduces and trains students in the many skills necessary for future work in the fields of health professions and the related sciences.
- **PSA – Public Service Academy** is designed to introduce students to the many avenues of exploration for careers in all areas of public service and public administration.
- **ROOM - Renaissance of the Open Mind.** This academy is designed to meet the needs of students who seek possible careers in the visual and performing arts.
- **UPAT – Urban Planning and Applied Technology.** This academy introduces students to careers possibilities in architecture and related programs, and the engineering arts and their related technologies.
- **AFTER – Academy for Technical Exploration and Research.** Through the curriculum in this academy, students are allowed to explore the potential career possibilities in the construction trades. Students are also exposed to the engineering and architectural skills necessary to secure prime employment in the construction fields.
- **BTM – Business Technology and Marketing Academy.** This business and management academy, headquartered at Kennedy High School, offers many programs similar to those at the BTA academy at Eastside High School.
- **Communications Academy:** The communications academy allows all students to explore the many areas of communications fields including broadcasting, journalism and public relations among other skills.
- **STEM – Science, Technology Engineering and Math.** This academy focus strong curricular concentration in the math and science areas allowing students to rapidly accelerate in these areas at their own pace.
- **CISCO Network Academy** at Eastside High School helps students learn the information needed to prepare them for the CISCO certified networking associate exam. This certification prepares students for immediate openings in engineering and science-focused college studies.
- Special Education Innovative Academy (**Westside Café**) is a career-oriented academy housed at Kennedy High School that equips low-level special education students with marketable employment skills. As part of the program, students engage in the daily preparation and operation of their in-school restaurant.

Strategy 7: Develop and implement Alternative Education Programs/Small Learning Communities (*page 56continued*)

Three new academies will open in the 2000-2001 school year.

- The **Garrett Morgan Transportation Academy** will be located within the Opportunity Center on spruce Street. Students will benefit from a curriculum that makes math, science, and technology instruction relevant to their lives through a tie-in to transportation-related careers.
- **Paterson Pre-Collegiate Teaching Academy** will provide a comprehensive experience for students interested in entering the teaching profession. The academy will be a collaborative venture between the Paterson Public Schools, the Paterson Education Association, and Montclair State University.
- Paterson and NASA Together for High Expectations and Results (**PANTHER ACADEMY**) enlists 8th grade students into a program designed to stimulate their interest in space science. Following their 8th grade experience, students will enroll in a rigorous math science and technology academy (i.e., The PANTHER Space Academy)
- **EARTH – The Environmental Academy for Research, Technology and Health.** The much-heralded arrival of this new academy will allow students to pursue an intensive curriculum in all areas of environmental sciences. Strong focus will be placed on research and the newly emerging technologies and the positive impact they offer in the study of environmental issues.

Successful	x
Unsuccessful	

Explanation of Success/Nonsuccess:

In general, the academy setting has offered students an opportunity to be included in meaningful learning experiences and also allowed them to work together in a spirit of collaboration.

More importantly, the large and ever-increasing number of quality academies in the district offers educational alternatives to at-risk students who in some instances may otherwise contemplate non-completion of four-year secondary study. Where traditional curriculum often alienates some students, the hands-on and career practicality approach of the district's academies has served to help keep students on the path towards four-year study completion, while simultaneously offering them real world skills that can be directly applied to post secondary study immediately upon high school graduation.

Strategy 7: Develop and implement Alternative Education Programs/Small Learning Communities (*page 56 continued*)

There has also been a great deal of parental and community support for this academy approach to secondary education. In many instances, the academies have allowed students to remain in Paterson for their schooling instead of seeking alternatives outside the community. Strong press coverage of our academies has continued through the 1999-2000 school year, and has encouraged greater community support for the continued growth in the numbers of our academies.

The college acceptance and attendance rates have also been shown to be higher for students in the academies than for their counterparts in the general high school programs. In addition, we are currently disaggregating the scores on HPST results and initial indications are that students studying in the academy settings have higher percentage rates of passing in all the three tested areas, but specifically in writing and mathematics.

The district has begun to examine the effect of the small learning academies upon student achievement and attendance. An analysis of STEM and HARP Academies are presented below.

Strategy 7: Develop and implement Alternative Education Programs/Small Learning Communities (page 56continued)

HSPT DISTRICT AGGREGATE 2000			
	# Tested	# Passing	% Passing
DISTRICT READING	481	258	53.6%
DISTRICT WRITING	477	317	66.5%
DISTRICT MATH	483	360	74.5%

HSPT HARP AGGREGATE 2000			
	# Tested	# Passing	% Passing
Reading	26	18	69.2%
Writing	26	22	84.6%
Math	26	23	88.5%

The aggregate scores for HARP Academy exceeded the District aggregate in reading, writing and math and exceeded the state standard in math.

HSPT STEM AGGREGATE 2000			
	# Tested	# Passing	% Passing
Reading	45	41	91%
Writing	44	41	93%
Math	42	42	100%

The aggregate scores for STEM Academy exceeded the state standard in all three content areas

Strategy 7: Develop and implement Alternative Education Programs/Small Learning Communities (*page 56continued*)

District October HSPT Administration 1999			
	ATTENDED 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing
DISTRICT READING	359	145	40%
DISTRICT WRITING	358	181	51%
DISTRICT MATH	361	223	62%

HARP October HSPT Administration 1999			
ATTENDED 10 DAY SUMMER PROGRAM			
	# Tested	# Passing	% Passing
Reading	20	10	50%
Writing	20	15	75%
Math	20	14	70%

The percent passing for the cohort of students who attended the 10 day program, at both HARP and STEM Academies exceeded percent passing for the district cohort that attended (October administration)

STEM October HSPT Administration 1999			
ATTENDED 10 DAY SUMMER PROGRAM			
	# Tested	# Passing	% Passing
Reading	36	34	94%
Writing	36	34	94%
Math	36	36	100%

The cohort of students who attended the 10 day program at STEM Academy exceeded the state standard in all 3 areas. (October administration)

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 8: Continue to explore Whole School Reform models. Cohort III (high schools) will begin implementation in the 2000-2001 school year (pages 57 A-C)

A. Decentralization plan has been developed and approved by the State in order to ensure a successful process of Whole School Reform on the high school level. The coordinator of the high schools is directly involved with the Whole School Reform Department.

B The high schools have all posted or secured their technology coordinators, dropout specialists and health and social service coordinator. The high schools have viewed presentations from a variety of Whole School Reform models. (i.e.) Coalition, Ventures, Talented and Assisted, Con-Nect and High Schools That Work.

Schools are working on maintaining the State mandated class size and will continue in this effort

C. Central Office and the Whole School Reform Department work closely to ensure that all communication on Whole School Reform, Abbott, and State workshops are forwarded to principals and the School Management Teams at each High School. All the high schools have participated in the District's training involving Whole School Reform and Abbott. Parents are involved actively on the schools SMT and the Districts Steering Committee.

Successful	x
Unsuccessful	

Strategy 8: Continue to explore Whole School Reform models. Cohort III (high schools) will begin implementation in the 2000-2001 school year (pages 57 A-C)

Explanation of Success/Nonsuccess:

A.

- Required Programs for Secondary Schools were completed and accepted by the State
- Decentralization plan was approved by the State
- High school School Management Teams were trained and are in place in the high schools
- Members of high school School Management Teams serve on the District Steering Committee

B.

- Positions for technology coordinator, dropout specialist, and health/social service coordinator were posted and are in place
- High schools are examining the Core Curriculum Content Standards and their alignment to various Whole School Reform models
- Schools are examining how the models correlate HSPT / HSPA skills
- Schools are maintaining class ratios
- School Management Team members turnkey other staff members

C. Training and Staff Development was provided and is still ongoing for the high schools with regard to Whole School Reform. A unified calendar was developed with the Office of Development for 2000-2001

High Schools have reviewed a variety of WSR models. Sign-in sheets are available

Staff attended State based workshops on secondary and high school Whole School Reform Models and Abbott Regulations

SECTION II

ACCOUNTABILITY

REWARDS

AND

SANCTIONS

Section 3: ACCOUNTABILITY: REWARDS AND SANCTIONS

Due to the readoption of N. J. A. C., sanctions were removed from the Accountability Plan.

During the 1999-2000 school year, the Paterson Education Association and District representatives had numerous dialogues concerning the District's Incentive Plan. Dialogues focused on the adoption of broad general goals in Article 24.4 of the Collective Bargaining Agreement. The Paterson Education Association was not in agreement with the goals presented by the District; therefore, the Association filed a grievance which halted the Incentive Plan. Continuous negotiations between both parties occurred during this time frame.

Successful	Unsuccessful	Not Implemented
		x

Explanation of Success/Nonsuccess:

Numerous alternatives were discussed in May 2000, the grievance was settled as follows:

- The District shall provide an additional sum of money in the amount of \$330,000 to the Paterson Education Association for the implementation of the School Performance Incentive Plan in the 2000-2001 school year. This sum shall be in addition to such salary increases currently negotiated by the District and Association for that year.
- The Association shall withdraw its grievance for the 1998-1999 school year.
- The District shall have the right to propose the deletion of the School Performance Incentive Plan during the current negotiations for a new Collective Bargaining Agreement which is first effective in the 2000-20001 school year. The Collective Bargaining Agreement details the philosophy and guidelines for the School Performance Incentive plan.

Since the teachers' contract has expired, the District and the Paterson Education Association are currently in negotiations to develop a new contract. Therefore, the results of this Incentive Plan must be held in abeyance until such time as an agreed upon negotiated contract comes to fruition.

SECTION III

URBAN EDUCATION REFORM REGULATIONS

WHOLE SCHOOL REFORM IMPLEMENTATION STATUS

SCHOOL	TYPE*	GRADE LEVEL	COHORT	MODEL**	STATUS & BARRIERS
# 1	E	K-6	2a Cohort	CES	Begin implementation 9/00
# 2	E	K-8	1 st Cohort	SFA	3 rd year implementation minus World Lab (does not align)
# 3	E	1-8	2 nd Cohort	CFL	Beginning 2 nd year of implementation
# 4	M	5-8	2a Cohort	Connect	Begin implementation 9/00
# 5	E	1-8	3 rd Cohort	CES	Staff development for CES in process: Implementation 9/00
# 6	E	K-8	1 st Cohort	SFA	3 rd year implementation minus World Lab (does not align)
# 7	M	5-8	2 nd Cohort	CES	2 nd year implementation
# 8	E	K-8	2a Cohort	Comer	Comer training ongoing: Begin implementation 9/00
# 9	E	K-8	2a Cohort	CES	CES training ongoing: Begin implementation 9/00
#10	E	K-8	2a Cohort	CES	CES training ongoing: Begin implementation 9/00
#11	E	1-8	3 rd Cohort	CES	CES training ongoing: Begin implementation 9/00
#12	E	K-8	1 st Cohort	SFA	3 rd year implementation minus World Lab (does not align)
#13	E	1-8	1 st Cohort	MRS	3 rd year implementation
#14	E	1-4	3 rd Cohort	CES	CES training ongoing: Begin implementation 9/00
#15	E	K-8	1 st Cohort	MRS	3 rd year implementation
#16	E	1-4	3 rd Cohort	CES	CES training ongoing: Begin implementation 9/00
#17	E	1-4	1 st Cohort	SFA	3 rd year implementation minus World Lab (does not align)
#18	E	1-8	2a Cohort	CES	CES training ongoing: Begin implementation 9/00
#19	E	K-4	2a Cohort	Comer	Comer training ongoing: Begin implementation 9/00
#20	E	K-8	2a Cohort	CES	CES training ongoing: Begin implementation 9/00
#21	E	K-8	1 st Cohort	SFA	3 rd year implementation: Addition of Math Wings and additional reading
#24	E	K-8	2a Cohort	CES	CES training ongoing: Begin implementation 9/00
#25	E	K-8	3 rd Cohort	Comer	Comer training ongoing: Begin implementation 9/00
#26	E	K-8	2a Cohort	SFA	SFA training ongoing: Begin implementation 9/00
#27	E	K-8	1 st Cohort	AS	3 rd year implementation
#28	E	PK-4	1 st Cohort	Comer	3 rd year implementation

WHOLE SCHOOL REFORM IMPLEMENTATION STATUS

continued

SCHOOL	TYPE*	GRADE LEVEL	COHORT	MODEL**	STATUS & BARRIERS
#29	E	K-4	1 st Cohort	SFA	3 rd year implementation minus World Lab (does not align
DALE	E	K-1	1 st Cohort	Comer	3 rd year implementation
EHS	S	9-12	3 rd Cohort		Ongoing staff development and site visitations to choose model
EWK	E	K-4	2a Cohort	SFA	SFA training ongoing: Begin implementation 9/00
JFK	S	9-12	3 rd Cohort		Ongoing staff development and site visitations to choose model
MLK	E	K-8	2a Cohort	CES	CES training ongoing: Begin implementation 9/00
NSW	E	1-8	1 st Cohort	Comer	3 rd year implementation
RC	E	1-4	1 st Cohort	SFA	3 rd year implementation minus World Lab (does not align
RPHS	S	9-12	3 rd Cohort		Ongoing staff development and site visitations to choose model

* E=Elementary, M=Middle, S=Secondary

** CES=Coalition of Essential Schools, CFL=Community For Learning, SFA=Success For All, MRS=Modern Red Schoolhouse, AS=Accelerated Schools

Comparison Of Achievement By Whole School Reform Model

The district reviewed **ESPA** achievement results for the 5 Whole School Reform models adopted by cohorts 1 and 2.. The following schools in cohorts 1 and 2 house fourth grade classes

- Success For All (2 schools) -
- Modern Red Schoolhouse (2 schools)
- Accelerated Schools (1 schools)
- Community For Learning (1 school)

The charts that follow display the performance of these schools in language arts, mathematics and science.

Chart I: Page 154

Aggregate gains from May 1999 to May 2000 were demonstrated by Success For All Schools (+10.6%), Modern Red Schoolhouse (+10.4%) and Community For Learning (+34.9%) in language arts literacy. All three models' performance exceeded the districtwide general education gain of 6.8 percentage points.

Chart II: Page 155

Aggregate gains from May 1999 to May 2000 were demonstrated by Success For All Schools (+7.2%), Modern Red Schoolhouse (+9.1%) Accelerated Schools (+7.4%)and Community For Learning (+37.8) in mathematics. The aggregate scores for Modern Red Schoolhouse and Community For Learning exceeded the districtwide general education gain of 9.4 percentage points.

Chart III: Page 156

Aggregate gains from May 1999 to May 2000 were demonstrated by Success For All Schools (+14.3%), Modern Red Schoolhouse (+17.7%) Accelerated Schools (+0.8%)and Community For Learning (+22.7%) in science. The aggregate scores for Success For All, Modern Red Schoolhouse and Community For Learning exceeded the districtwide general education gain of 7.6 percentage points.

Language Arts ESPA Results 1998-1999/1999-2000
A Two Year Comparison by Whole School Reform 1st and 2nd Cohort/Model

School	Cluster	Cohort	Model	#Tested	#Passed	Language Arts 99	#Tested	#Passed	Language Arts 00	Plus/ Minus
2	2	1st	SFA	31	13	41.9%	25	11	44.0%	+10.2%
6	1	1st	SFA	71	1	1.4%	60	12	20.0%	
12	2	1st	SFA	62	7	11.3%	48	15	31.3%	
17	4	1st	SFA	34	14	41.2%	53	12	22.6%	
21	1	1st	SFA	74	16	21.6%	71	23	32.4%	
29	4	1st	SFA	17	6	35.3%	45	11	24.4%	
RC	4	1st	SFA	18	6	33.3%	21	15	71.4%	
SFA Total for the 1st Cohort				307	63	20.5%	323	99	30.7%	
28	4	1st	COMER	79	13	16.5%	90	4	4.4%	-10.3%
NSW	1	1st	COMER	22	16	72.7%	24	17	70.8%	
Comer Total for the 1st Cohort				101	29	28.7%	114	21	18.4%	
13	2	1st	MRS	91	27	29.7%	87	38	43.7%	+10.4%
15	2	1st	MRS	81	11	13.6%	79	16	20.3%	
MRS Total for the 1st Cohort				172	38	22.1%	166	54	32.5%	
27	1	1st	AS	60	21	35.0%	69	20	29.0%	-6.0%
AS Total for the 1st Cohort				60	21	35.0%	69	20	29.0%	
3	1	2nd	CFL	35	12	34.3%	26	18	69.2%	+34.9%
CFL Total for the 2nd Cohort				35	12	34.3%	26	18	69.2%	
*District Total				1658	466	28.1%	1588	554	34.9%	+6.8%

*Total for ALL schools in the district

Mathematics ESPA Results 1998-1999/1999-2000
A Two Year Comparison by Whole School Reform 1st and 2nd Cohort/Model

School	Cluster	Cohort	Model	#Tested	#Passed	Mathematics 99	#Tested	#Passed	Mathematics 00	Plus / Minus
2	2	1st	SFA	31	13	41.9%	25	10	40.0%	
6	1	1st	SFA	71	4	5.6%	61	14	23.0%	
12	2	1st	SFA	62	7	11.3%	48	9	18.8%	
17	4	1st	SFA	34	11	32.3%	52	17	32.7%	
21	1	1st	SFA	74	27	36.4%	70	15	21.4%	
29	4	1st	SFA	16	5	31.2%	45	19	42.2%	
RC	4	1st	SFA	18	7	38.9%	21	17	81.0%	
SFA Total for the 1st Cohort				306	74	24.2%	322	101	31.4%	+7.2%
28	4	1st	COMER	80	11	13.8%	90	9	10.0%	
NSW	1	1st	COMER	23	20	87.0%	25	21	84.0%	
Comer Total for the 1st Cohort				103	31	30.1%	115	30	26.1%	
13	2	1st	MRS	89	25	28.1%	86	33	38.4%	
15	2	1st	MRS	81	11	13.6%	79	17	21.5%	
MRS Total for the 1st Cohort				170	36	21.2%	165	50	30.3%	
27	1	1st	AS	60	19	31.7%	69	27	39.1%	
AS Total for the 1st Cohort				60	19	31.7%	69	27	39.1%	+7.4%
3	1	2nd	CFL	35	11	31.4%	26	18	69.2%	
CFL Total for the 2nd Cohort				35	11	31.4%	26	18	69.2%	+37.8%
*District Total				1659	493	29.7%	1588	621	39.1%	+9.4%

**Total for ALL the schools in the district*

Science ESPA Results 1998-1999/1999-2000
A Two Year Comparison by Whole School Reform 1st and 2nd Cohort/Model

School	Cluster	Cohort	Model	#Tested	#Passed	Science 1999	#Tested	#Passed	Science 2000	Plus / Minus
2	2	1st	SFA	31	21	67.7%	25	19	76.0%	
6	1	1st	SFA	71	18	25.3%	60	27	45.0%	
12	2	1st	SFA	62	23	37.1%	48	27	56.2%	
17	4	1st	SFA	34	19	55.9%	54	34	63.0%	
21	1	1st	SFA	75	41	54.7%	71	41	57.7%	
29	4	1st	SFA	17	13	76.5%	45	34	75.6%	
RC	4	1st	SFA	18	14	77.8%	21	21	100.0%	
SFA Total for the 1st Cohort				308	149	48.4%	324	203	62.7%	+14.3%
28	4	1st	COMER	80	26	32.5%	89	19	21.3%	
NSW	1	1st	COMER	23	21	91.3%	25	23	92.0%	
Comer Total for the 1st Cohort				103	47	45.6%	114	42	36.8%	-8.8%
13	2	1st	MRS	91	47	51.6%	87	63	72.4%	
15	2	1st	MRS	81	24	29.6%	79	35	44.3%	
MRS Total for the 1st Cohort				172	71	41.3%	166	98	59.0%	+17.7%
27	1	1st	AS	60	36	60.0%	69	42	60.9%	
AS Total for the 1st Cohort				60	36	60.0%	69	42	60.8%	+0.8%
3	1	2nd	CFL	35	23	65.7	26	23	88.4%	
CFL Total for the 2nd Cohort				35	23	65.7%	26	23	88.4%	+22.7%
*District Total				1667	950	57.0%	1591	1028	64.6%	+7.6%

*Total for ALL schools in the district

Comparison Of Achievement By Whole School Reform Model

The district additionally reviewed **GEPA** achievement results for the 6 Whole School Reform models adopted by cohorts 1 and 2.. The following schools in cohorts 1 and 2 house eighth grade classes

- Success For All (4 schools) -
- Modern Red Schoolhouse (2 schools)
- Accelerated Schools (1 schools)
- Community For Learning (1 school)
- Coalition of Essential Schools (1 school)
- Comer School Development Program (1 school)

The charts that follow display the performance of these schools in language arts and mathematics. Science was not operational in March 1999.

Chart IV: Page 158

Aggregate gains from March 1999 to March 2000 were demonstrated by the Comer school (+13.1%) in Language Arts Literacy; Norman Weir School's performance increased while the district's general education population experienced a decrease of -2.0 percentage points..

Chart V: Page 159

Aggregate gains from March 1999 to March 2000 were demonstrated by Modern Red Schoolhouse (+6.3%) and Accelerated Schools (+5.5%) in mathematics.

Language Arts Literacy GEPA Results 1998-1999/1999-2000

A Two Year Comparison by Whole School Reform 1st & 2nd Cohort

School	Cluster	Cohort	Model	Language Arts Literacy 1999			Language Arts Literacy 2000			Plus/ Minus
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	
2	2	1st	SFA	35	27	77.1%	32	19	59.4%	
6	1	1st	SFA	41	30	73.2%	42	23	54.8%	
12	2	1st	SFA	63	48	76.2%	69	42	60.9%	
21	1	1st	SFA	71	46	64.8%	64	39	60.9%	
SFA Total for the 1st Cohort				210	151	71.9%	207	123	59.4%	
13	2	1st	MRS	59	36	61.0%	69	40	57.9%	
15	2	1st	MRS	116	64	55.1%	105	56	53.4%	
MRS Total for the 1st Cohort				175	100	57.1%	174	96	55.2%	
27	1	1st	AS	52	42	80.7%	66	47	71.2%	
AS Total for the 1st Cohort				52	42	80.7%	66	47	71.2%	
NSW	1	1st	COMER	19	15	78.9%	25	23	92.0%	
Comer Total for the 1st Cohort				19	15	78.9%	25	23	92.0%	
3	1	2nd	CFL	25	21	84.0%	26	17	65.4%	
CFL Total for the 2nd Cohort				25	21	84.0%	26	17	65.4%	
7	1	2nd	CES	34	31	91.1%	31	20	64.5%	
CES Total for the 2nd Cohort				34	31	91.1%	31	20	64.5%	
*District Total				1405	931	66.3%	1346	865	64.3%	-2.0%
*Total is for ALL schools in the district										

*Total is for **ALL** schools in the district

Mathematics GEPA Results 1998-1999/1999-2000
A Two Year Comparison by Whole School Reform 1st & 2nd Cohort

School	Cluster	Cohort	Model	Mathematics 1999			Mathematics 2000			Plus/ Minus
				#Passed	#Tested	Percent	#Passed	#Tested	Percent	
2	2	1st	SFA	16	35	45.8%	15	32	46.9%	
6	1	1st	SFA	19	41	46.4%	10	42	23.8%	
12	2	1st	SFA	44	63	69.9%	36	69	52.2%	
21	1	1st	SFA	15	70	21.4%	22	64	34.4%	
SFA Total for the 1st Cohort				94	209	45.0%	83	207	40.1%	
13	2	1st	MRS	12	59	20.3%	14	69	20.2%	
15	2	1st	MRS	31	117	26.5%	40	107	37.4%	
MRS Total for the 1st Cohort				43	176	24.4%	54	176	30.7%	
27	1	1st	AS	20	52	38.4%	29	66	43.9%	
AS Total for the 1st Cohort				20	52	38.4%	29	66	43.9%	
NSW	1	1st	COMER	17	19	89.5%	18	25	72.0%	
Comer Total for the 1st Cohort				17	19	89.5%	18	25	72.0%	
3	1	2nd	CFL	19	25	76.0%	16	26	61.5%	
CFL Total for the 2nd Cohort				19	25	76.0%	16	26	61.5%	
7	1	2nd	CES	30	34	88.2%	15	31	48.4%	
CES Total for the 2nd Cohort				30	34	88.2%	15	31	48.4%	
*District Total				539	1403	38.4%	620	1353	45.8%	+7.4%

*Totals are for **ALL** schools in the district

Districtwide Whole School Reform Implementation Barriers and Issues

The implementation of Whole School reform in the Paterson School District has been a challenging, yet exciting experience. Our successes have truly outweighed the barriers, however, some of the barriers need to be mentioned.

Developer

- Contract costs of some models (Modern Red Schoolhouse and Success for All) have dramatically increased since the onset of cohort I implementation. This directly affects the school-based budgets for the district.
- Training sessions have increased with some of the models. The heavy burden placed on the district with regards to obtaining substitutes, affects the quality and continuity of instruction.

State Department

- Timelines for submission of State mandated documents should be reviewed.. Since one of the principles of Whole School Reform is site-based decision making, personnel directly involved in the delivery of instruction are pulled from their jobs to meet deadlines in the implementation, budget, and/or grant writing process.
- Faster feedback from the State could result in needed time for the District to make revisions. In some cases, revisions were expected in 3-to 5 days. Once again, it was necessary to pull educators from their positions to make the written revisions.

Technical Support

- Additional support is needed from the Department of Education for the development of budgets and implementation plans. Last year, some diskettes had viruses, were incorrectly formatted, presented difficulty in isolating "Form D" and/or had no formula built into each page for computations. Resolution of some of these problems is already in place for 2000-2001.
- Response times for the "hot line" was slow .

State Training Sessions

Although very informative, the following considerations would be helpful:

- Mandated training for all central office personnel
- Goal oriented agendas that focus on testing and curriculum alignment
- Involvement of Developers' staff in hands-on training (implementation plans, budget, etc.) with school and central office staff.

School Review Improvement Teams

- Initial staff shortages at PIRC North impacted the implementation of the District's efforts. When Ms. Couselo became Program Manager at PIRC North, this support was forthcoming. Continued support is necessary to complete third cohort implementation.

SECTION IV

CORRECTIVE ACTION PLANS

ANNUAL REPORT
SUMMARY CHART OF CORRECTIVE ACTION PLANS
JULY 2000

#	INDICATOR	STATUS	EXPECTATION*
5.1	Pupil Attendance		Compliant by June 30, 2001
	Strategy 1	Successful	
	Strategy 2	Successful	
	Strategy 3	Unsuccessful	
	Strategy 4	Successful	
	Strategy 5	Successful	
	Strategy 6	Successful	
	Strategy 7	Successful	
5.2	Dropout Rate	Unsuccessful	Compliant by June 30, 2001.
	Strategy 1	Successful	
	Strategy 2	Successful	
	Strategy 3	Successful	
	Strategy 4	Successful	
	Strategy 5	Successful	
	Strategy 6	Successful	
	Strategy 7	Successful	
	Strategy 8	Successful	
	Strategy 9	Successful	
6.1	Certified Teaching Staff	Successful	Compliant
	Strategy 1	Successful	
	Strategy 2	Successful	
	Strategy 3	Successful	
	Strategy 4	Successful	
	Strategy 5	Successful	
	Strategy 6	Successful	
	Strategy 7	Successful	
	Strategy 8	Successful	
	Strategy 9	Successful	

<i>SUMMARY CHART OF CORRECTIVE ACTION PLANS</i> _(cont'd)			
#	INDICATOR	STATUS	EXPECTATION*
7.1	State Aid	Unsuccessful	Compliant by June 30, 2001.
	Strategy 1	Unsuccessful	
7.2	Generally Accepted Accounting Principles	Successful	Compliant
7.4	Annual Audit and Recommendations	Unsuccessful	Compliant by June 30, 200**.
	Strategy 1	Unsuccessful	
7.6	Health and Safety	Unsuccessful	To Be Determined**
	Strategy 1	Unsuccessful	
7.7	Comprehensive Maintenance Plan	Unsuccessful	To Be Determined**
	Strategy 1	Unsuccessful	
	Strategy 2	Successful	
	Strategy 3	Unsuccessful	
	Strategy 4	Unsuccessful	
	Strategy 5	Unsuccessful	
	Strategy 6	Unsuccessful	
	Strategy 7	Unsuccessful	
	Strategy 8	Unsuccessful	
7.8	Facilities Master Plan	Successful	To Be Determined**
	Strategy 1	Successful	
	Strategy 2	Successful	
	Strategy 3	Successful	

*For any non-compliant indicators, indicate if you expect to be compliant by June 30, 2001

** Status of these indicators can better be determined at the time of the Interim Report

5.1 - PUPIL ATTENDANCE

Each district shall average 90% or higher as calculated for the three years prior to the school year in which the district is monitored.

Each school with a three-year average below 90% shall develop performance objectives to improve pupil attendance, pursuant to N.J.A.C. 6:8-2.4.

EXPECTED ANNUAL PROGRESS – ATTENDANCE RATE

<i>SCHOOL</i>	1997-98 ACTUAL	1998-99 ACTUAL	1999-00 BENCH-MARK	1999-00 ACTUAL	(+/-) 98-99	2000-01 PROJECTED	STATE STANDARD	+/- STATE STANDARD
<i>EASTSIDE HIGH SCHOOL</i>	88.3	88.5	90	85.6	-2.9	90	90	-4.4
<i>KENNEDY HIGH SCHOOL</i>	88.2	88.7	90	87.8	-.9	90	90	-2.2
<i>ROSA PARKS HIGH SCHOOL</i>	92.3	91.1	MAINTAIN	91.5	+4	MAINTAIN	90	+1.5
<i>DISTRICT</i>	92.6	92.7	90	92.3	-0.4	MAINTAIN	90	+2.3

Strategy 1: Hire attendance officers for daily assignment to the comprehensive high schools

Attendance Officers were assigned to Kennedy and Eastside High Schools on a daily basis in January 2000.

- By April, each school had a total of four (4) Attendance Officers
- These Attendance Officers are on call to cover Rosa Parks, Great Falls Academy, and Silk City 2000 Academy as necessary.

The district was successful in hiring Attendance Officers for the high schools. In fact, the district was able to place four officers at each of the comprehensive high schools. This effort exceeded our projection.

The impact was limited because the officers were hired during the second half of the year. The high school attendance rate did not change significantly. With a full component of Attendance Officers in place in the beginning of the year, the impact should be greater next year.

Successful	X
Unsuccessful	

5.1 – Pupil Attendance (continued)

Strategy 2: Hire dropout prevention specialists for each of the three high schools

- Posting was circulated.
- An interview committee, comprising School Management Team representatives from the three high schools, the District High School Coordinator, and the Director of Student Support Services, was convened.
- Candidates were selected for each of the three positions.
- The Dropout Prevention Specialists were assigned and began working in February.

The committee was successful in selecting three Dropout Prevention Specialists for the high schools. Their impact on attendance was limited because they were hired in the second half of the year. However, the attendance rate did not fluctuate significantly. We predict a greater impact next year, with the Dropout Prevention Specialists in place in September.

Successful	
Unsuccessful	X

Strategy 3: Hire health and social service coordinators for each of the three high schools

- Posting was circulated.
- An interview committee, comprising School Management Team representatives from the three high schools, the District High School Coordinator, and the Director of Students Support Services, was convened.
- Health and Social Services Coordinators were identified for each of the high schools and recommended for hire.
- Job descriptions were submitted to the County Superintendent for approval of Unrecognized Titles.
- Health and Social Services Coordinators have not been assigned; only one began working this year.

- *While the district was successful in identifying the Health and Social Services Coordinators, they were not assigned during the school year. Based upon the superintendent's review, job descriptions were revised, and new postings were initiated. Presently, the District is proceeding with the selection and hiring process. It is anticipated that these positions will be in place by the end of November 2000.*

Successful	
Unsuccessful	X

5.1 – Pupil Attendance (continued)

Strategy 4: Develop and implement a collaborative plan to monitor student attendance in each high school

- In February, the District High School Coordinator and the Director of Student Support Services introduced the Dropout Prevention Specialists to the High School Administrative Cluster. There was discussion of the scope of the dropout problem and suggestions for strategies to address the problem.
- The District High School Coordinator and the Director of Students Support Services met with the Dropout Prevention Specialists to confirm procedures and strategies that would be followed to monitor student attendance.
- *The district has been successful in hiring staff to monitor student attendance. Basic procedures have been established with the Dropout Prevention Specialists.*
- *Although the attendance rate for the high schools did not meet district projections for this year, Dropout Prevention Specialists were successful with individual students in each of the high schools.*

There is a need to improve what is being done. For example, with the Dropout Prevention Specialists in place this September, we will be able to do immediate follow-up on students who never report to the high school in the fall. There were approximately sixty (60) students at Kennedy High School alone that fell into this D8 category in September of 1999. Collaboration among the Attendance Officers and the Dropout Prevention Specialists from the onset of the year should help us to reduce this number significantly

Successful	X
Unsuccessful	

Strategy 5: Implement on-going group counseling regarding attendance and school success

- Individual students met with the Dropout Prevention Specialists, Guidance Counselors and Substance Awareness Coordinators regarding attendance and school success.
- Some groups were targeted, particularly by the Guidance Counselors and SACs.
- Several assembly programs were scheduled to focus on regular attendance and success in school.

The meetings and discussions that took place this year were effective with the individual students even though the overall high school rate did not meet projection. Since personnel were hired during the second half of the year, efforts were focused on those students at greatest risk. A reporting system has been put in place that will provide data on students receiving these services. It is expected that this data will be available in the 2000-2001 school year.

Successful	X
Unsuccessful	

5.1 – Pupil Attendance (continued)

Strategy 6: Implement parent meetings for parents of students identified as potential dropouts and those at-risk of losing credit because of poor attendance

- Administrators, guidance counselors and teacher assistants to the principals held meetings throughout the year with parents and students to address attendance and loss of credit, which are some of the underlying causes for students dropping out of school.
- In addition, administrators, parent coordinators, dropout prevention specialists and parents discuss attendance, loss of credit and the risk of dropping out of school at monthly Home-School Council Meetings.
- Guidance counselors, Substance Awareness Coordinators and Dropout Prevention Specialists meet with individual students and their parents in the course of addressing the needs of at-risk students.
- The new student database can flag students who are absent for five, ten, or more days. This identification enables attendance personnel to send letters to parents, notifying them of attendance irregularities

Parent meetings that took place this year were focused on those students at greatest risk. The impact was effective with this focus. Because Dropout Prevention Specialists were hired during the second half of the year, they focused on students at greatest risk. Next year the focus will expand to include the most at-risk groups of students

Successful	X
Unsuccessful	

Strategy 7: Refine and expand the current career academy offering within the district to increase student engagement and reduce alienation

- *Academies in Action*, a career academy exposition was held at Kennedy and at Eastside to help students make informed choices for their high school programs. The exposition targeted 5th through 8th graders and their parents; however, high school students, counselors (high school and middle school), and other interested members of the school community were in attendance.
- The *Paterson Innovative Academy Initiative* expanded current academy offerings with the opening of MPACT (Metropolitan Academy for Communications and Technology), the Cisco Networking Academy and the Westside Café, a food preparation and service program.
- Planning for expansion for next year took place. An environmental academy (E.A.R.T.H.), a transportation academy (Garrett Morgan), a pre collegiate teaching academy, and an academy associated with NASA (Panther) will be implemented next year. Students have been identified and enrolled for September.

The district has been extremely successful in expanding the Career Academies and Paterson Innovative Academies to engage district students in small learning environments and provide them with a viable career path. There has been a significant increase in parental awareness and inquiry about enrolling their children in the career academies. The district is currently seeking funding to support its existing programs and effect a systemic change in the high school configuration.

Successful	X
Unsuccessful	

5.2 - DROPOUT RATE

The district dropout rate for pupils in grades 7 through 12 shall not exceed ten percent for the year prior to the school year in which the district is monitored.

EXPECTED ANNUAL PROGRESS – DROPOUT RATE

	1997-98 ACTUAL	1998-99 ACTUAL	1999-00 BENCH-MARK	1999-00 ACTUAL	(+/-) 98/99	2000-01 PROJECTED	STATE STANDARD	+/- STATE STANDARD
<i>Annual District Rate</i>	18.2	15.2*	12	13.5*	-1.7	12.0	10.0	+3.5
<i>Eastside High School</i>	16.8	16.9	13.5	10	-6.9	MAINTAIN	10.0	0
<i>Kennedy High School</i>	21.7	15.9	12	18.9	+3	12.0	10.0	+8.9
<i>Rosa Parks High School</i>	0.3	0	0	0.7	+0.7	MAINTAIN	10.0	-9.3

*Grades 9-12 only.

Strategy 1: Disaggregate dropout rate to analyze for patterns within:

- Specific groups of students.
- Attendance areas.
- Reasons for leaving school.
- Re-entry.
- High school completion through programs for out-of-school youth.

John F. Kennedy High School				Eastside High School				Rosa Parks High School			
	Dropouts	Enrollment as of 10/15/99	Percentage Rate		Dropouts	Enrollment as of 10/15/99	Percentage Rate		Dropouts	Enrollment as of 10/15/99	Percentage Rate
Grade 9	181	799	22.7	Grade 9	86	825	10.4	Grade 9	0	78	0
Grade 10	134	636	21.1	Grade 10	83	685	12.1	Grade 10	2	70	2.9
Grade 11	41	294	13.9	Grade 11	34	351	9.7	Grade 11	0	65	0
Grade 12	40	372	10.8	Grade 12	20	371	5.4	Grade 12	0	64	0
E.M.R.	3	24	12.5	E.M.R.	1	10	10.0	Total	2	277	0.7
E.D.	4	10	40.0	Total	224	2242	10.0				
Total	403	2135	18.9								

5.2 Dropout Rate (continued)

- Disaggregated data indicate that the district must focus on recapturing students who are dropping out of 9th and 10th grade in order to increase our high school completion rate.
- In addition, the district has determined that 72 students (16 and 17 year olds) are attending evening adult education classes. An additional 66 students ages 18 and 19 are also enrolled. These are students who have dropped out of our high schools but are interested in high school completion.

The district was successful in its initial effort to disaggregate data for the purpose of targeting specific groups of students:

- *Of the 659 students who dropped out during the 1999-2000 school year, 273 were females and 386 were males.*
- *209 females, who were either in 9th or 10th grade, dropped out during the 1999-2000 school year. In comparison, 311 males, who were either in the 9th or 10th grade, dropped out during the 1999-2000 school year.*
- *Further analysis of the data reveals that the majority of the district's dropouts are Hispanic males. Hispanic females comprise the second largest number of district dropouts.*
- *The district must provide specific strategies to focus on the 9th and 10th grade students during the coming year.*

Dropout incidence in the district's career academies and innovative academies is insignificant. Eastside High School was successful in exceeding the projection for this year.

Successful	X
Unsuccessful	

Strategy 2: Determine special needs of at-risk groups that emerged through the analysis.

- Expanding the academy offerings in the district has had a positive effect on the dropout rate. It is clear that placing students in smaller learning environments is a positive move to re-engage students in the learning process.
- During the current year, the *Academies in Action* expositions served to increase awareness among students, parents, community members, counselors and staff about the program opportunities for students in the district. This specific focus was successful.

In the coming year, the district must concentrate on the 9th and 10th graders, particularly at Kennedy High School, where there is a significant dropout rate during the first two years of high school. Beginning the 2000-01 school year with the Dropout Prevention Specialists in place will allow us to strengthen our efforts in that regard. Based upon the data in Strategy 1, the district will concentrate its efforts to address the gender/ethnic areas where the highest number of dropouts occur.

Successful	X
Unsuccessful	

5.2 Dropout Rate (continued)

Strategy 3: Provide services specifically targeting the needs of the at-risk groups identified to assist students in staying in school

- The Dropout Prevention Specialists were assigned and began working in February.
 - Health and Social Services Coordinators have not been assigned; only one began working this year.
 - These Attendance Officers are on call to cover Rosa Parks, Great Falls Academy, and Silk City 2000 Academy as necessary.
- Implemented two *Academies in Action* expositions to increase awareness of the high school options.
- Convened a series of meeting with 8th grade guidance counselors and academy coordinators for the purpose of improving the articulation between the district's 8th grades and its high school programs.
 - The priority of the district's Expulsion Committee is to identify alternative settings or placements for students rather than expel them.
 - The district will continue its participation in the National Conference's Anytown USA, by sending a delegation of 15 students (a team of 5 from each of the high schools) for the weeklong summer program. These students will develop an action plan to address problems that they encounter in their high school. They will offer turnkey training in their home schools during the coming year.
 - The Paterson Village Initiative continues to provide a solid working relationship with probation officers and the courts. It continues to provide a complete and prompt follow-up of the most at-risk students. Attendance, as a condition of parole, is closely monitored.
- The Truancy Task Force Program, which sends out a bus to pick-up students who are not in school, continues to help raise the awareness of parents and students as to how important it is to attend school.

Dropout incidence in the district's career academies and innovative academies is insignificant. Eastside High School was successful in exceeding the projection for this year. The district must provide specific strategies to focus on the 9th and 10th grade students during the coming year.

Successful	X
Unsuccessful	

Strategy 4: Review and refine district procedures to identify, track, and quantify district dropouts, based on technical assistance from the county office

- The district has begun to implement a new student database this year.
- The district database will be programmed to disaggregate data for the career academies.
- Reporting procedures and format have been implemented for the Dropout Prevention Specialists.

The initial year with a new database has been challenging. However, it has helped the district to identify areas of need and to track students more accurately. The district is now able to track students as they transfer to another district, re-enter, drop from roll, register at a different site, etc. Our experiences this year have made us aware of additional refinement that is needed to make the database work more effectively for us.

Successful	X
Unsuccessful	

5.2 Dropout Rate (continued)

Strategy 5: Review procedures and retrain the personnel involved in identifying, tracking, and quantifying district dropouts, according to revised procedures

- Regular contact with the data collection personnel was used to reinforce and improve district procedures.
- Reporting procedures and format have been implemented for the Dropout Prevention Specialists.
- Newly hired data collection personnel have been trained by the Supervisor of Pupil Accounts
- In-service training has been planned for all data collection personnel in late August to prepare for the coming year.

The activities that were completed this year have helped us to track dropouts more effectively and thus, identify the areas that we need to target during the coming year.

Dropout incidence in the district's career academies and innovative academies is insignificant. Eastside High School was successful in exceeding the projection for this year.

The district must provide specific strategies to focus on the 9th and 10th grade students during the coming year.

Successful	X
Unsuccessful	

Strategy 6: Assign full-time attendance officers to the comprehensive high schools (JFK & EHS) and high school extension programs (Great Falls, Washington street-HARP/MPACT, Silk City, Rosa Parks)

- Attendance Officers were assigned to Kennedy and Eastside High Schools on a daily basis in January 2000.
- By April, each school had a total of four (4) Attendance Officers.
- These Attendance Officers are on call to cover Rosa Parks, Great Falls Academy, and Silk City 2000 Academy as necessary

Eastside High School was successful in exceeding the projection for this year.

The district must provide specific strategies to focus on the 9th and 10th grade students during the coming year.

Successful	X
Unsuccessful	

5.2 Dropout Rate (continued)

Strategy 7: Increase the number of attendance officers for elementary schools

- All of the large elementary schools have daily attendance officers assigned to their schools.
- All elementary schools in the district have the services of an attendance officer at least one day a week.

The dropout rate in the 7th and 8th grades is not significant. The presence of attendance officers in the elementary schools has increased awareness among both parents and students regarding the importance of attendance.

The district must improve follow-up and/or develop appropriate mechanisms to track those students who are promoted from 8th grade but fail to report to our high schools, particularly at Kennedy High School.

Successful	X
Unsuccessful	

Strategy 8: Refine and expand the current academy structure within the comprehensive high schools to increase student engagement and reduce alienation

- *Academies in Action*, a career academy exposition was held at Kennedy and at Eastside to help students make informed choices for their high school programs. The exposition targeted 5th through 8th graders and their parents; however, high school students, counselors (high school and middle school), and other interested members of the school community were in attendance.
- The *Paterson Innovative Academy Initiative* expanded current academy offerings with the opening of MPACT (Metropolitan Academy for Communications and Technology), the Cisco Networking Academy and the Westside Café, a food preparation and service program.
- Planning for expansion for next year took place. An environmental academy (E.A.R.T.H.), a transportation academy (Garrett Morgan), an academy associated with NASA (Panther), and a pre-collegiate teaching academy will be implemented next year. Students have been identified and enrolled for September.

The district has been extremely successful in expanding the Career Academies and Paterson Innovative Academies to engage district students in small learning environments and provide them with a viable career path. There has been a significant increase in parental awareness and inquiry about enrolling their children in the career academies. The district is currently seeking funding to support its existing programs and effect a systemic change in the high school configuration.

Successful	X
Unsuccessful	

5.2 Dropout Rate (continued)

Strategy 9: Hire high school dropout prevention specialists for Eastside, John F. Kennedy, and Rosa Parks High Schools as per Title 19A

- Posting was circulated.
- An interview committee, comprising School Management Team representatives from the three high schools, the District High School Coordinator, and the Director of Student Support Services, was convened.
- Candidates were selected for each of the three positions.
- The Dropout Prevention Specialists were assigned and began working in February

The committee was successful in selecting three Dropout Prevention Specialists for the high schools. Their impact on attendance was limited because they were hired in the second half of the year. However, the attendance rate did not fluctuate significantly. We predict a greater impact next year, with the Dropout Prevention Specialists in place in September.

Successful	X
Unsuccessful	

INDICATOR 6.1 - CERTIFIED TEACHING STAFF

The district shall employ teaching staff members who hold appropriate certificates for each area of assignment, pursuant to N.J.A.C. 6:11

EXPECTED ANNUAL PROGRESS – CERTIFIED TEACHING STAFF

	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Projected
Staff hired 1998-99; 1999-00 School Year	No Database	100%	100%	100%
Staff hired prior to 1998-99 School Year	No Database	No Database	100%	100%

Strategy 1: Sample personnel files to review job function and appropriate certification. Modifications will be made to Corrective Action Plan based on sampling results.

- Throughout the 1999-2000 school year, personnel files were reviewed to determine job function and appropriate certification. A part of this review was established in preparing the 1999-2000 Certificated Staff Report that included job function, type of certification, types of degrees and other included job function, type of certification, types of degrees and other related job codes
- A Personnel Routing Sheet used for all new employees is also utilized for certification purposes. A sample sheet is attached for verification purposes.
- The Assistant Superintendent for Human Resources/Personnel and two assistants are among the persons involved in these activities. Copies of employee certificates are also on file in each school building for use by principals.
- *Based on the information provided by principals and other central office administrators in the preparation of the Certified Staff Report, this strategy can be deemed successful in the timely completion of the report.*
- *Maintaining the Fall Report via computer data- base also indicates growth for future reviews of job function and appropriate certification.*

Successful	X
Unsuccessful	

6.1 Certified Teaching Staff (continued)

Strategy 2: Develop and implement a checklist to evaluate the credentials of job applicants. Checklist will outline requirements for Standard and Provisional licenses and Certificates of Eligibility. Place newly hired personnel in appropriate job function

- A New Employee Follow-Up checklist to evaluate the credentials of job applicants has been developed and implemented. Each new applicant is given a copy of the follow-up checklist that outlines all parts of the hiring process.
- Each new applicant receives instruction on regulations for teacher licensure including the licensure process: Certificates of Eligibility with Advanced Standing, Provisional Licensure/and Standard License. This activity takes place each time an applicant is being considered for hire.
- Three (3) Human Resources/Personnel administrators are involved in this activity.

This particular strategy is highly successful. All applicants for hire become aware of the licensure process and are able to ascertain how they are evaluated and determined eligible.

Successful	X
Unsuccessful	

Strategy 3: Review previous year's Fall Report to verify location of district personnel, job function, and certification.

A review of the previous year's Fall Report is readily available to verify location of district personnel, job function, and certification. At any time, this report can be located via hard copy and a computer database.

The Assistant Superintendent for Human Resources/Personnel and the two assistants are involved in this activity.

This particular strategy is successful since information related to this strategy is available for many purposes and requests from administrators, teaching staff members, legal agencies, and other school officials outside of the district.

Successful	X
Unsuccessful	

6.1 Certified Teaching Staff (continued)

Strategy 4: Submit Fall Report of Certified Staff for 1999. Report verifies location, certification, and job function of district personnel

When the Fall Report of Certificated Staff for 1999 was submitted, a plethora of information was provided by the Human Resources Department to principals and Central Office Staff. This activity covered a three (3) week time span.

The accurate completion of the Fall Report of Certificated Staff by the established deadline is an indicator of positive results demonstrated by the entire district and building level administrators.

Successful	X
Unsuccessful	

Strategy 5: Meet with county office for technical assistance to identify and correct certification issues.

- The County Office has been readily available for technical assistance to identify and correct certification issues, particularly in the areas of emergency and provisional certifications.
- In March, the Human Resources/Personnel Staff attended an informative certification meeting held by the County Office. Significant areas for this outstanding in-service day included renewal of emergency or provisional certificates, recording of certificates, unrecognized titles, county substitute certificates, and the sharing of forms related to Request for Expedited Review of Credentials.
- In January, the County Superintendent and her licensure specialist were invited to participate in Paterson's Job Preparation "Open House" held for Paterson residents interested in teaching. The County's presentation on Certification issues and the hiring process provided a wealth of information for the attendees.

Based on the positive evaluation sheets submitted by the attendees, the "Open House" was a success. Other workshop presenters from the Paterson staff and Kean University rounded-out the day with other pertinent job preparation material.

Successful	X
Unsuccessful	

6.1 Certified Teaching Staff (continued)

Strategy 6: Distribute information to principals/assistant superintendents regarding the appropriate use of staff for each class and use of substitute teachers in accordance with statute.

- Information regarding the appropriate use of staff and substitute teachers in accordance with Statute is distributed to principals and assistant superintendents through monthly principals' meetings and cluster meetings. Such information includes requirements for instructional certification, types of certificates, and time limitations in the classroom. These topics fall under the New Jersey Administrative Code 6:11-4.5.
- District staff involved in this strategy include the Assistant Superintendent for Human Resources/Personnel and the Personnel Specialist in charge of substitutes

The activity employed for this strategy needs on-going review and attention in view of the large numbers of new staff hired throughout the year and the placement of substitutes in various school sites rather than placements in one school site over a longer period of time. Our efforts have shown positive results; However, there is a need to closely monitor this activity.

Successful	X
Unsuccessful	

Strategy 7: Compare school staff rosters and district position control lists to assure appropriate placement of staff in accordance with their certification.

Throughout the school year, the Position Central Analyst and the Human Resources/Personnel staff work collaboratively assure appropriate placement of staff in accordance with their certification.

Principals are provided position control lists four times per year to check the accuracy of staff placements.

When the lists are returned to Human Resources/Personnel, they are reviewed for accuracy by both the PC Analyst and the Human Resources/Personnel staff.

Having developed and implemented this strategy with the Position Control Analyst has proven successful in keeping a handle on the number of vacancies and the location and appropriate placement of staff in their job function, as well as assuring proper certification/

Successful	X
Unsuccessful	

6.1 Certified Teaching Staff (continued)

Strategy 8: Schedule school visitations to match certification with job function and to ensure that mentors are assigned to staff holding a provisional license.

The process to match certificates with job function to ensure that mentors are assigned to staff holding a provisional license takes place in the following manner:

- Whenever a provisional teacher enters the program, a mentor verification form is utilized to ensure that the 20-day and support mentors are assigned. At the conclusion of the provisional program, a mentor verification form is submitted with the summative evaluation by school principal
- A database tracking system is maintained throughout the provisional program to ensure that correct guidelines are being followed. This system outlines: job function, certification, and due dates for evaluations by mentors and principals.

More than 200 teachers are currently enrolled in Paterson's Provisional Program. These numbers alone make it difficult for regularly scheduled visits; however, several visits did take place. This strategy is successful since all teaching staff members hold appropriate certificates according to their job function. As we review this ambitious strategy in the coming school year, we may need to make appropriate adjustments to ensure a greater number of on-site monitoring visitations.

Successful	X
Unsuccessful	

Strategy 9: Continue to develop a database to replace paper files with electronic files that will provide immediate access to updated certification and placement information.

- The Human Resources/Personnel Staff continues to consult with a new computer company, Edu-Met, in order to replace paper files with electronic files.
- The new system, available to Human Services since January 1999, has the capabilities of adding new fields to the menu that will give staff access to updated certification and placement information. An earlier system in the district (AS 400), used during the 1996-1998 school years, did not provide all the appropriate fields for a Human Resources Division; therefore, the staff members over the past two years have spent many hours developing one system from the previous two systems.

Growth can be seen in Strategy 9. The Human Resources/Personnel staff members, in collaboration with the district's Management Information the database needed to replace paper files and to put a system in place that will provide immediate access to updated certification and placement information. From this perspective, the efforts of this strategy can be deemed successful.

Successful	X
Unsuccessful	

INDICATOR 7.1 – STATE AID

The district shall accurately report enrollment and other data necessary for the state aid calculations by the dates specified by the Department of Education

The most recent adjusted aid data shall demonstrate that aid is at least 95% accurate. Adjustments due to district errors shall be less than five percent of the total aid. The district shall meet this performance standard for at least five of seven years including the year monitored.

EXPECTED ANNUAL PROGRESS – STATE AID

	1998-99 Actual	1999-00 Benchmark	2000-01 Projected
ASSA ENROLLMENT	95%-100%	95%-100%	98%-100%
ASSA LOW INCOME VERIFICATION	89%	95%	98%-100%

Strategy1: New procedures outlined below will be distributed to all schools and Central Office Staff

- Central Office will work closely with principals to ensure accurate data collection. Internal controls associated with reporting data on the electronic registers and the Application for State School Aid (ASSA) will be reviewed and a plan to ensure proper reporting will be enhanced.
- Lunch applications, now printed in triplicate, will be collected at the schools and will be verified by the Lead Cafeteria Monitor
- The principal or vice principal will review the applications and sign a form indicating the number of applications received and verified.
- Original applications for the current year will be kept in a secure place.
- The Food Service Department will review copies of all applications for verification and maintain a copy on file in that office. It will be available for audit.
- The Director of Food Service and staff will work in collaboration with the Supervisor of Student Accountability to periodically monitor building level compliance
- Persons responsible for the strategy:
 - Director of Food Services
 - District Coordinating Director and staff responsible for Student Data
 - Building Principals

Successful	X
Unsuccessful	

INDICATOR 7.4 – ANNUAL AUDIT AND RECOMMENDATIONS

By November 5, the district shall file an annual audit of accounts and financial transactions with the Division of Finance in accordance with N.J.S.A. 18A:23-1 et seq.

The district board of education shall implement a plan resulting in the correction of all audit recommendations. Recommendations shall not be repeated for the two years immediately preceding monitoring.

EXPECTED ANNUAL PROGRESS – ANNUAL AUDIT AND RECOMMENDATIONS

	1997-98 Actual	1998-99 Actual	1999-00 Benchmark	2000-01 Projected
Annual District Rate	18 recommendations 10 repeats	19 recommendations 10 repeats	12 recommendations 6 repeats	5 recommendations 2 repeats

Strategy 1: By November 5, the district shall file an annual audit of accounts and financial transactions with the Division of Finance in accordance with N.J.S.A. 18A:23-1 et seq.

- The annual audit for Fiscal Year 1999 was filed in a timely manner with the district and the Division of Finance. The district reviewed the recommendations and approved a Corrective Action Plan at its November 1999 meeting of the Board of Education.
- The district is confident that it will meet or surpass the projection for the 1999-2000 school year, evidence of which will be verified by the External Auditors' Management Report for Fiscal Year 2000.
- In addition, controls have been developed in the remaining non-compliant areas, in accordance with the Corrective Action Plan, to be implemented in 2000-01.

Successful	X
Unsuccessful	

INDICATOR 7.6 – HEALTH AND SAFETY

*Pursuant to state and federal regulations, the district shall comply annually with health and safety requirements
N.J.A.C. 6:8-2.9(a)6*

EXPECTED ANNUAL PROGRESS COMPREHENSIVE MAINTENANCE PLAN

	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Projected
Onsite inspections of all schools	100%	100%	100%	100%

STRATEGY 1: Annually, the district will conduct onsite inspections of each school building and will be compliant with the standards listed in N.J.A.C. 6:8-2.9(a)6

- The district is aware of its obligation to conduct annual inspections of each school building for adherence to health and safety codes and to cooperate with local, county, and state officials with health and safety inspections.
- Annually, as a requirement for the Quality Assurance Annual Report (QAAR), each school completes a Facilities Checklist, which is then submitted to the County Superintendent of Schools during the month of November.
- During the past two years, the district has undergone numerous changes as far as facilities are concerned. The district priority has been to provide alternative learning sites for its students. The time expended on this endeavor has had an effect on the number of completed work orders. Presently, there is a 2-3 month backlog of work orders.

The Maintenance Department is hopeful that, during the summer recess, that backlog can be reduced to under thirty (30) days. Progress has been and continues to be made in order that the district reaches total compliance in Indicator. 7.6.

Successful	Unsuccessful	Compliance Status
Conducted on site inspections in each building		Non-compliant at this time

INDICATOR 7.7 – COMPREHENSIVE MAINTENANCE PLAN

The district board of education shall develop and implement a multi-year (3 to 5 years) comprehensive maintenance. The comprehensive maintenance plan shall be both corrective and preventative, including the interior and exterior conditions of each school building and grounds. The plan shall address each of the major systems and areas of :heating/ventilating/air conditioning, mechanical, plumbing, electrical, structural, and grounds.

EXPECTED ANNUAL PROGRESS COMPREHENSIVE MAINTENANCE PLAN

	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Projected
# of Substandard Spaces	33	2	2 (School #26)	0

Strategy 1: Determine the current actual backlog on corrective and preventive work orders.

- The Process to minimize work order backlog is an on-going process. Currently, there are approximately 1700 incomplete work orders.
- During the summer of 2000, the Maintenance Department will be addressing as many of the outstanding work orders as possible. It is our primary focus during this time to reduce the work order backlog from 3-1/2-3 months to under thirty (30) days.
- Personnel responsible for this strategy
 - Louis Milone - Supervisor of Maintenance and Custodial Services
 - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

It is anticipated that this strategy will be successful; however, that determination will be better realized by mid-August.

Successful	Unsuccessful	Compliance Status
Determined actual backlog Work order backlog reduced to 2-1/2 months		Not compliant at this time

7.7: Comprehensive Maintenance Plan (continued)

Strategy 2: Determine actual cost for replacements for bathroom partitions, unit costs, and T&M installation

- During the summer of 2000, toilet partitions will be replaced at the following schools:
 - Eastside High School
 - School #25
 - School #26
- The total cost for the above-mentioned repairs is \$250,000.
- To date, the district has spent \$285,000 in bathroom partition replacements
- For the 2000-2001 school year, the district's projects spending approximately \$800,000 in this area. This total was included in the 2000-2001 budget.
- Personnel responsible for this strategy:
 - Louis Milone - Supervisor of Maintenance and Custodial Services
 - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

Successful	Unsuccessful	Compliance Status
X		Compliant at this time

Strategy 3: Minimize any corrective work order backlog to less than one month

- As stated in Strategy 1, the process to minimize work order backlog is an on-going process.
- During the summer recess, the Maintenance Department will be addressing as many of the outstanding work orders as possible. It is our primary focus during this time to reduce the work order backlog from 3-1/2-3 months to under thirty (30) days
- Personnel responsible for this strategy:
 - Louis Milone - Supervisor of Maintenance and Custodial Services
 - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services
 - Sector Supervisors

Successful	Unsuccessful	Compliance Status
Backlog reduced to 2-1/2 months		Not compliant at this time

7.7: Comprehensive Maintenance Plan (continued)

Strategy 4: Upgrade the grounds at Eastside High School: new walkways, sod, planters, etc.

- The plan and specifications for upgrading the grounds at Eastside High School have been completed and are, at present, are being reviewed. Once the review is complete, the work on this project will begin.
- The estimated cost for this project is \$300,000 and has been budgeted for in the 2000-2001 school year.
- Personnel responsible for this strategy:
 - Louis Milone - Supervisor of Maintenance and Custodial Services
 - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

Partially Successful	X
Unsuccessful	

Strategy 5: We are looking to upgrade the current work order tracking system to a LAN/WAN based system which will enable each individual site to remotely enter a work order. This system will also track materials, supplies, time, etc.

- An upgrade of the current work order tracking system to a LAN/WAN based system will be operational by December 1, 2000. It is expected that the new system will play a crucial role for the District to reach compliance for this indicator.
- Personnel responsible for this strategy
 - Jim Cummings – Director of Facilities
 - Louis Milone - Supervisor of Maintenance and Custodial
 - Ralph Barca – District Technology Planner

Not Yet Implemented	X
Planned for implementation by December 2000	

7.7: Comprehensive Maintenance Plan (continued)

Strategy 6: Conduct in-house maintenance seminars to update personnel on maintenance repair procedures and custodial cleaning procedures

- The in-house maintenance seminars have not yet begun. Hopefully, by late summer or the early part of September 2000, maintenance seminars will be conducted to up-date personnel on repair and custodial cleaning procedures
- Personnel responsible for this strategy:
 - Louis Milone - Supervisor of Maintenance and Custodial Services
 - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services
 - Sector Supervisors

Not Implemented	X
Not planned for implementation until September 2000	

Strategy 7: Modernize the maintenance department carpenter shop equipment

- At present, the Maintenance Department is located at Old School #5. The district is in the process of moving the Facilities and Maintenance Departments to a new location. Due to budget constraints, the task of modernizing the equipment in the present carpentry shop has been put on hold . This project may be included in the 2001-2002 budget.
- Personnel responsible for this strategy:
 - Louis Milone - Supervisor of Maintenance and Custodial Services
 - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

Successful	
Unsuccessful	X

7.7: Comprehensive Maintenance Plan (continued)

Strategy 8: Hire additional maintenance staff to work evening hours. This will enable us to better serve the districts needs in the area of painting, plumbing, and carpentry.

- Due to the constraints of the negotiated contract, the maintenance staff cannot be made to work evening hours, however, if additional maintenance staff are hired through attrition, they will be hired under the stipulation that they are to work evening hours. Repairs that require after school or evening hours to complete will be taken from the overtime account.
- Personnel responsible for this strategy:
 - Louis Milone - Supervisor of Maintenance and Custodial Services
 - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

Successful	
Unsuccessful	X

Strategy 9: Partition off the last two substandard classes then modernize to meet code. (School #26)

- A meeting with the architect who is working on the upgrade of the last two substandard classrooms, located at School #26, is scheduled for July 6, 2000.
- The projected completion date for this project is September 1, 2000
- Personnel responsible for this strategy:
 - Louis Milone - Supervisor of Maintenance and Custodial Services
 - Joseph Vacca - Assistant Supervisor of Maintenance and Custodial Services

Successful	X
Unsuccessful	

INDICATOR 7.8 – FACILITIES MASTER PLAN

The district board of education shall review and revise the long-range facilities master plan at least once every five years, pursuant to N.J.A.C. 6:22-7.1

The long-range facilities master plan shall be approved by the county superintendent of schools, pursuant to N.J.A.C. 6:22-7.1(b)

The district board of education shall approve and implement a plan to upgrade or eliminate all substandard classrooms, pursuant to N.J.A.C. 6:22-6.1

The temporary trailers shall be approved by the Bureau of Facility Planning Service

A district with a school or schools on split sessions shall fail to meet the standards of this indicator.

EXPECTED ANNUAL PROGRESS – FACILITIES MASTER PLAN

	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Projected
Portable Trailers	8	8	2	0

Strategy 1: The Long-Range Facilities Master Plan was reviewed and revised and submitted to the New Jersey Department of Education on May 30, 2000 (N.J.A.C. 6:22-7.1)

- The district engineer, in conjunction with the facilities department, reviewed and revised the Long-Range Facilities Master Plan in accordance with the New Jersey Administrative Code.
- The revised Master Plan includes the construction of ten (10) new elementary schools, which will house grades Kindergarten through 8, and one (1) new high school
- The Director of Facilities will over-see all new construction of school additions as well as upgrades to all substandard classrooms. In addition, the Director of Facilities will follow-up on the projects that are in progress.
- As indicated above, the revised plan was submitted to the Passaic County Superintendent of Schools on May 30, 2000. The district is waiting for the approval of the plan

The district continues to identify facility problems and has presented a Plan to the State that outlines its endeavors to provide safe learning environments for students and teachers alike. The district has continued to monitor the scope of Sub-standard facilities and has removed or rectified same. The total number of sub-standard spaces waiting to be addressed two (2) as compared to thirty-three (33) in the 1998-1999 school year.

Successful	X
Unsuccessful	

7.8: Facilities Master Plan (continued)

Strategy 2: The district will up-date the long-range facilities plan every five years from the original submission date of July 1, 1985 and submit same to the county superintendent of schools for review and renewal. (N.J.A.C. 6:22-7.1[b])

The up-date of the Long-Range Facility Plan was submitted to the Passaic County Superintendent of Schools on May 30, 2000, and the district is awaiting approval

The plan includes the construction of ten (10) new elementary schools, which will house grades Kindergarten through 8, and one new high school. The Director of Facilities is currently overseeing all new construction of school additions as well s upgrades to all substandard classrooms. The Director of Facilities will follow-up on the projects that are in progress.

The district continues to identify facility problems and has developed their Long-Range Facility Plan to correct them. The construction of new schools as well as additions to existing schools demonstrates the district's intention of providing learning environments, which take into consideration the safety, health, and welfare of the children. The district will strenuously continue its endeavors in this area.

Successful	X
Unsuccessful	

Strategy 3: The district will adopt emergency provisions for accommodation of school pupils in substandard school facilities. (N.J.A.C.6:22-6.1)

- Two remaining substandard classes will be modernized to code.
- Portable trailers will be replaced by new school additions at School #3, #13, #20, #21, and #24.
- Two trailers will be eliminated at School #15 when School #11 is constructed.
- School #26 has two substandard classes, which are scheduled for upgrade in July 2000.
- Temple Emanuel, which houses Build Academy, and St. Paul's Church, which houses the Performing Arts Academy, will be renovated when the buildings are purchased by the district. The negotiations for the purchase are currently underway.

The district has made a concerted effort to ensure the success of this strategy. The elimination of six (6) portable trailers demonstrates the district's intention of providing safe learning environments for the students. In addition, the on-going construction of additions at many of the schools coupled with the purchase and renovation of alternate sites further demonstrates the district's intent to be compliant with regards to this indicator.

Successful	X
Unsuccessful	

I. Facilities

A. Substandard Spaces

Baseline 1998-1999

Benchmark 1999-2000

Benchmark 2000-2001

<i>Total Spaces</i>	Status of Spaces
118	Identified in 1995
6	New Space Identified
124	Sub-Total
-56	Spaces Have Been Abandoned
-5	Changed and Are No Longer Used By Students
-61	Upgraded or Grand fathered
-2	Verified Still In Use to be Addressed ASAP
124	Sub-Total of Addressed Spaces
-97	Originally Removed
-25	Additionally Removed
122	Total of Addressed Spaces
33	Spaces Waiting to be Addressed
2	Spaces waiting to be Addressed
0	Spaces waiting to be Addressed

The number of Substandard Spaces in the District was identified as 118. From the original 118 spaces cited as in violation by the State and County, the number has been reduced to 2 spaces. The District is working to eliminate all substandard spaces by the year 2000.

The total spaces were 118 plus 6 that were identified by John Garcia, District Consultant. The sub-total number is 124 minus 56 that have been abandoned minus 61 spaces that have been upgraded by State DOE plan numbers. Of the 124 spaces, 122 have been addressed. This leaves the District with a balance of 2 spaces waiting to be addressed. The remaining 2 spaces, located in School #26, will be upgraded to fully standard classrooms prior to the beginning of the 2000-2001 school year.

The Long-range Facility Plan (LRFP) for 2000-2005 was submitted to the Department of Education on May 14, 2000. The plan was approved on July 25, 2000 in the amount of \$639,625,542.

Additional Comments:

The annual building and safety review ("Checklist for the Evaluation of School Buildings") was conducted and completed in October/November 1999 for all schools and central office. On July 2, 1999, the Facilities Department received the completed checklists, reviewed the forms and began to address the necessary repairs. Data is currently being collected on the status of all deficiencies on the checklist.

B. Capital Construction Projects

Status of the "Capital Construction Projects"-

1. Sage	\$2,150,00.00	Complete
2. Renovation (Boiler Plants)	\$1,505,432.00	Complete
3. Renovation to Rutland Center	\$1,404,410.00	Complete
4. JFK Auditorium Seating	\$100,00.00	Complete
5. Old School #2	\$5.6 million	Complete
6. JFK TV Studio	\$662,000.00	Complete
7. Cafeterias at JFK and EHS	\$1,000,000.00	Complete
8. New roofs at EHS and JFK	\$2,119,000.00	Complete
9. Fire Alarms	\$1,626,883.00	Complete
10. Windows at EWK	\$959,000.00	Complete
11. Addition to MLK	\$2,792,221.00	Complete
12. Addition to school # 26	\$4,335,000.00	Complete
13. Renovation to Bauerle Field	\$1,667,510.00	Complete
14. Renovation 660 14 th Avenue	\$1,288,692.00	Complete
15. Market Street Mall	\$250,000.00	In Progress
16. School # 27	\$5.5 million	Complete
17. Temple Emanuel	\$250,000.00	In progress
18. Schools #20, #24	\$5,019,000.00	Complete
19. Schools #13, #21	\$5,914,000.00	In Progress
20. School #3	\$2,950,000.00	In Progress